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ABSTRACT

The practicum design reported in this document was based on one basic assumption, that the adult perceptions of children influence adult behavior toward children which in turn influences the child's behavior. Therefore, behavior changes by children could best be effected by changing the adult perception of, and behavior toward, the child. Parent/teacher study discussion groups were carried out for fourteen weeks in three schools using the Adlerian model of child-management. Evaluation of improvement in child-management practices was measured by pre- and post-tests given to participants before and after study discussion group involvement. During discussion study, group participants were encouraged to discuss problems as well as techniques that worked well with their children. At the end of the 14 weeks, 48 members of the group rated the overall impression of the value of the group study as excellent; 48 rated it good; and only 12 called it fair. Some participants felt that understanding family constellations had brought about changes in their family living. In general, the group study seemed to promote a more relaxed feeling among teachers and a greater degree of self-confidence. A complete practicum packet and outline is provided in the document. (Author/PC)

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MAXI I PRACTICUM

- FINAL REPORT -

IMPROVING CHILD MANAGEMENT PRACTICES OF PARENTS AND TEACHERS

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October, 1974

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I. NEED FOR THE STUDY

Many authorities in education suggest that elementary school counseling could help alleviate the problems of mental health, delinquency and school drop outs, however, the results of many attempts to successfully apply various theoretical approaches at the elementary school level have been less than significant. Therefore, further research is essential to test the possibility that some other theoretical model, such as the Adlerian, might generate significant results.

In practical application, there are too few Districts with elementary school counselors. This suggests that a model must be transferrable to usefulness by teachers, parents and administrators.

The Adlerian viewpoint maintains that behavior changes in children can be most effectively brought about through the significant adults in the child's life. Further, adult behavior toward children is the product of their perceptions of the child and the situation. It is of little consequence whether or not the adults are "objective" in their perceptions of the children with whom they deal, inasmuch as adult perception (therefore behavior) correct or incorrect, influences the child's behavior in the direction of the adult expectations. Therefore, this practicum focused on the significant adults in the child's life at home and at school.

II. STATEMENT OF PROBLEM

In a study conducted in several School Districts, it was determined that over 87% of requests for pupil study contained "maladaptive classroom behavior" as a primary factor for referrals. Galt and Elk Grove School Districts are not unique in being unable to meet the counseling needs of its student population. Especially pressing are the unmet needs of students and parents associated with these children within any District. These children present a variety of complex "temperament" problems involving all facets of family life and all family members. A needs assessment in each school in which parents and teachers responded indicated personal behavior improvements in students as one of the top three priorities.

After reviewing the above situation, two very critical problems seek solution. First, under existing staffing conditions, how can you most efficiently reach a significantly greater number of students and their families? Secondly, how can we best facilitate consistency in child management practices between school and the home?

III. THE CONCEPTUALIZED SOLUTION

More frequent conferences, home intervention counseling, and elementary counseling programs are available alternatives to working closely with parents, teachers, and children. Unfortunately, counselors end up meeting parents or teachers or children who have problems and little prevention work is done with the population as a whole. The above alternatives require a large financial support for which many School Districts cannot support at the elementary level.

Schools must provide parent and teacher education. If re-education is provided through teacher and parent study discussion groups, leadership within the community and school will emerge to continue the system change for future years. New parents and teachers and more discussion information for parents and teachers will be created as children grow older and children's behavior changes in the family and society.

In light of the above, parent and teacher study groups will be formed in three schools within two School Districts. A common language and viewpoint about child-management will be learned and practiced using the Adlerian model.

As a result of participation in 14 weeks (once a week) of parent/teacher study discussion groups using the Adlerian model and following the outlines enclosed in the Appendix of this practicum, the following objectives will be achieved.

1. Participating parents and teachers will demonstrate understanding of the purpose and goals of students behavior in school and home settings as measured by the BEHAVIOR CONCEPTS INVENTORY - EDUCATION MODEL. (see Appendix, B1).
2. Participating parents will be better able to solve problems with children at home as measured by the INVENTORY OF SELECTED STUDENT BEHAVIORS. (see Appendix, B2).
3. Participating teachers and parents will recognize the positive changes in their home (classroom) environment that occur when successfully implementing logical consequences, family (class) meetings to involve children in decision-making, encouragement techniques, etc., and recommend continued use of study groups with a variety of recommendations for extending the impact of the program as measured by participant survey. (see Appendix, B3&4).

IV. PRACTICUM DESIGN AND EXECUTION

The practicum design is based on one basic assumption---that the adult perceptions of children influence adult behavior toward children which in turn influences the child's behavior. Therefore, behavior changes by children could most effectively be brought about by changing the adult perception of, and behavior toward, the child.

A. DEFINITION OF TERMS

The following definitions of terms were often used during each of the phases described below.

1. Adlerian premises: the methods employed in this study were based upon the philosophical and psychological model developed by Alfred Adler. The basic premises of this approach are: that man is a social being, that man must be looked at from a holistic point of view, and that behavior is purposeful.
2. Democratic setting: a setting where mutual respect, responsibility and ordered structure are characteristic.
3. Perception: the way the person sees things or interprets them, not necessarily the way they actually are.
4. Useful, useless behavior: Adler employed the term useful to denote behavior which was positive or adaptive and useless as behavior which was negative or maladaptive.

5. Family constellation: refers to the total family and the position and role each person plays in the family. As the person sees himself in the family, so will he probably see himself later in life.
6. Goals of misbehavior: for purposes of this study the author used Dreikurs' (1964) definition of the four goals of children's misbehavior, which are: attention getting, power, revenge, and assumed disability, and are considered to be compensatory goals employed as the child is discouraged from appropriate social interaction.
7. Family counseling: counseling with the total family. It consists of working with the parents, interviewing the children to confirm hypotheses, and counseling with the parents again in order to make recommendations.
8. Cognitive concept: a learned concept. Behavior is learned and is not dependent so much on heredity or environment, but on how the individual perceives life.
9. Family in focus: this is the family that is counseled before a group of parents and teachers. The problems in this family's home may not be any more extreme than in other homes, but they volunteer to present their situation so that they might help other parents and teachers learn new ways of dealing with conflict.

B. THE TRAINING PHASE:

The Fairsite and Cosumnes Schools had a core of parents and teachers attend the Parent-Teacher Education Center for 12 weeks each Tuesday evening during the Fall of 1973. Upon completion of the 12-week course, this group constituted the leadership for conducting teacher and parent study groups in their respective schools.

A course outline and the ABC's of Guiding the Child appear in the Appendix to outline the major topics covered during this training phase.

Part of the training involved audience participation in family counseling. A family was counseled in front of the group each week in order to put into practice basic concepts learned. The family was interviewed again a few weeks later in order to note progress and/or make further suggestions in another area that was of concern to the family.

Teachers, parents, administrators, and some high school students attended such classes as one group. A common language and viewpoint about child-management was learned and practiced.

C. THE IMPLEMENTATION PHASE:

Those adults trained received several training sessions on leading discussion groups. Emphasis was away from the leader as a superior authority on the subject but towards a sharing of ideas as we reflect on our own families (or classrooms) and the point of view discussed by Rudolf Dreikurs.

Parent Study Groups and Teacher Study Groups were conducted simultaneously for 14 weeks but as separate groups.

The reason for this is that one book, Maintaining Sanity in the Classroom, applied the Adlerian point of view to the school and the other book applied it to the family and home (Children: The Challenge). Several joint meetings on certain topics (i.e., Encouragement, The Courage to be Imperfect) were conducted as joint parent-teacher discussions.

D. THE EVALUATION PHASE:

Evaluation of improvement in child-management practices was measured by pre- and post-tests given to participants before and after study discussion group involvement.

Three schools were selected to participate due to level of prior involvement with such a structured model of improving child-management practices.

The Fairsite School had no prior involvement by parents or teachers as a group in using an education model for improving child-management practices. There is also no available adult education within a ten mile radius of this School District area.

The Cosumnes School had been involved for one-half of one year with some parent and no teacher education program.

The Sierra Enterprise School had two full years of parent and teacher education using the Adlerian model of study discussion groups.

The base-line data on pre-tests for each school indicated a higher degree of understanding by Sierra

Enterprise as compared with Cosumnes and Fairsite Schools

E. THE STRUCTURE OF STUDY GROUPS

Parent and Teacher Study Groups provide a self-help method by which lay parents and school staffs can each work as a group to cooperatively increase their effectiveness with children.

The outline and handout packet in the Appendix was revised for use in this Maxi I project. Specific topics were discussed each week as well as pages assigned to read.

During discussion study group participants were encouraged to discuss problems as well as successful techniques that work with their own children.

F. HOW THE PRACTICUM ADDRESSES ITSELF TO A SYSTEM CHANGE:

The authors of this Maxi I proposal have addressed themselves to a system change in an area where few system changes ever occur. Helping parents and teachers re-educate themselves and then unite in a common bond towards consistent child-management practices is the dream of almost every school administrator.

The structure of the program described in this practicum motivates involvement on a self-help basis. Leaders come from among peers (parent discussion groups were led by parents and teacher study groups were led by teachers).

Specific family counseling was made available in cases where group discussions did not seem helpful and a critical family or school situation existed.

During a second year of such a program more parents would become involved (new and second-timers) as well as teachers and more leaders would emerge.

Eventually, a parent education group would involve most kindergarten parents and, hopefully, establish this common management style early in the formal educational process for the family. At this point the teacher will be able to participate with the parents in more of the discussions as one group (staff and parents).

During the 1973-74 school year, there were 70 parents in three schools in two separate School Districts involved in study groups. There were 43 staff participants in the two School Districts also. The responses summarized in the evaluation section are based upon the above numbered participants.

G. MAXI I PARTICIPANT ROLES:

Robert McCaffrey:

1. Purchasing books, manuals, and papers
2. System for setting school level goals for parent and teacher education
3. Financial accountability of project
4. Supervision of logs kept by study group leaders and Nova participants
5. Evaluation of logs and test data

Arnold Adreani:

1. Reproduction of tests, support materials, handouts at study group meetings, and publicity

2. Monitor training phase to include Adlerian and Dreikurs Training and Leaders Training

3. Administer all group and individual tests to parents and teachers in the program

4. Do research chapter on Alfred Adler's and Rudolf Dreikurs' Ideas as they relate to purpose of this study and family counseling.

V. REVIEW OF RELATED LITERATURE

In this chapter the authors will review two areas of the literature: the need for working with the problems through elementary school counseling and the experimental research in the counseling and guidance field at the elementary school level. The authors found a great deal of literature dealing with the possible need for elementary school counseling, but found literature dealing with experimental research in the counseling and guidance area very limited. Evaluative literature dealing with parent and teacher study discussion groups was just about non-existent and, therefore, focus will be on counseling-related research. The first section then will deal with the need for elementary school counseling. In the second section, the authors will review studies which are categorized under four specific orientations to counseling: the Rogerian approach, the Global approach, the behavioral approach and the Adlerian approach.

Literature Dealing with the Need for the Study

There has been a great deal of writing in recent years concerning the need for elementary school counseling. As juvenile delinquency and school drop out rates have increased, more and more is being written concerning the need for action. The current theme of many professional journal articles and books is that the problems we are having with high school students could have been more effectively recognized and dealt with in the elementary school.

The National Institute of Mental Health has assembled much information which indicates that the increase in mental illness of young people is a severe national problem. Recent surveys by the N.I.M.H. (1965) Office of Biometry reveal that during 1963 about 4,000 Americans under fifteen years of age and 27,000 between fifteen and twenty-four years of age were admitted to mental hospitals. Both first admission rates and resident population rates have increased at an accelerated pace during the last decade. This cannot be attributed to the general increase in population. Boys, ten to fourteen years old in the general population, have increased two-fold since 1950, but the increase of this same group in the mental hospital population has been six-fold. In contrast, the general mental patient population (all ages) was declining. The anticipated projections for the decade of 1963 to 1973 are even more disheartening. These projected figures show that in the age group of ten to fourteen years we can expect an increase of fifteen percent. The proportion of ten to fourteen year olds in mental hospitals will increase by 116 percent.

In the same study by the National Institute of Mental Health, it was estimated that ten percent of the nation's seventy million school aged children suffer from some form of emotional disturbance. This figure reduces to an average of approximately three children in every elementary school classroom. Nearly one and a half million of these children need psychiatric care and less than 500,000 are getting it.

Millions more need help with emotional problems but are receiving no assistance.

Other statistics offered in this study by the N.I.M.H. show that 500,000 children are brought before the courts each year for juvenile delinquency. Many of these children are suffering from emotional disorders. While the number of children in the ten-to-seventeen age group increases by about three percent per year, the number of delinquent cases in this age group is increasing ten percent annually. The suicide rate of youngsters aged five to nineteen has doubled in the last ten years.

Although this study by the N.I.M.H. was done in 1965, Rogers found many of the same tendencies in 1942. In this study, Rogers (1942) attempted to determine what proportion of Columbus, Ohio school children were showing evidences of poor mental health. He made the following observations: (1) one child out of four had serious reading problems; (2) one out of six was maladjusted according to personality tests; (3) twelve percent of the children studied showed evidence of poor mental health; and (4) another thirty percent showed a moderate degree of poor adjustment.

In another study done in Santa Barbara, California, Clancy and Smitter (1953) found that teacher referrals of children for clinical services showed that approximately eleven percent of the school population was emotionally disturbed.

The extent to which the early years of a child's life

are important to the personality, attitudes and intelligence of each child was studied extensively by Bloom (1964). In this study Bloom found that the first five to seven years of a child's life are the significant years for the major beginning of most characteristics, such as intelligence, attitudes, values, interests and personality. Bloom found that certain types of interaction between the child and significant adults are more likely to lead to the development of desired characteristics in children. He suggests that more desirable child rearing methods must be implemented during the second half of the twentieth century.

Bloom's findings concerning attitudes, values, personality, interests, and intelligence are confirmed to a great extent in a study carried out by Glueck and Glueck (1959). They stated; "In a sample of five hundred persistent delinquents from underprivileged areas of Boston, the average age at onset of maladaptive behavior took place a little after eight years old, while almost half the group showed clear signs of antisociability at seven years or younger and nine-tenths at ten years or younger (p. 114)."

At the local level in a large city the problem seems to be even more critical. The need for a counseling program at the elementary school level is further substantiated by Strank (1969):

> The Bureau of Child Study in Chicago found over 1,500 children who have psychiatric problems severe enough to require professional treatment. But this is five times as many children as all the psychiatric clinics and institutions in the Chicago area can

> accept in any one year. This gap between disturbed children's needs and the resources available to meet them is monumental not only in the Chicago area but throughout the nation--and it is growing daily (p.54).

Behavior problems in the classroom, mental illness, and juvenile delinquency oftentimes are a part of the school drop-out problem. The concern in the United States at this time with the drop-out problem has grown as we see greater numbers of students quit school for other than financial problems. These drop-outs occur from the kindergarten level to the senior almost completing his bachelor degree in college.

A report of the Conference on Unemployed, Out-of School Youth in Urban Areas (National Committee for Children and Youth, 1961) stated:

> During the 1960's the Department of Labor estimates some 7.5 million youngsters will drop out before high school graduation. About 2.5 million will not go beyond the eighth grade; two out of three will go no further than the tenth grade. Most drop-outs come from lower income families. A high proportion are classified as 'slow learners', though many may have higher intelligence than their IQ tests indicate and simply lack incentive to perform better. Most drop-outs are weak in reading and arithmetic and are likely to have a consistent record of subject or grade failure starting in elementary school (p.15).

Similar statistics are related by Bridgman (1961) when he spoke about the duration of formal education for high ability youth:

> Recent events have put the spotlight on national waste in manpower due to drop-outs of gifted students from high school and college. One authority has concluded that almost all of recent male high school graduates and almost one half of the females in the upper thirty percent intelligent bracket did not enter college on a full time basis. Reasons other than financial were given by one-half to two-thirds of the males of this select group, and by two-thirds of the females (p. 11).

There are many studies which indicate that there is a great need from some extensive work with children at younger ages. In light of the depressing projections of increasing problems with youth, many authorities have expressed the opinion that elementary school counseling has great promise of attacking the source of the problem. A leading critic of education, author James Conant, has expressed in his book, The American High School Today, that in a satisfactory school system counseling should start in the elementary school and follow closely the developing strengths as well as the problems the student experiences.

There is a feeling related by other authors that the problems that we are having with the high school students could have been recognized and dealt with in the elementary school to the advantage of all concerned. As Sievers (1963) stated:

> Most counselors agree that all children could benefit from guidance during the elementary grades in school. Guidance for the gifted adolescent often comes to late to change his study habits or his educational plans; and early recognition of and help for children with physical, social and emotional difficulties might prevent delinquency, early drop-outs from school, and later unemployment as teenagers. Children of average ability can also benefit from an effective elementary school guidance program (p. v).

Once again expressing the need for elementary school counseling as a suggested deterrent to the drop-out rates in high school, Wolfbein (1959) concluded:

> Problems which finally result in a drop-out begin, and are quite overt, way back in the elementary grades. In fact, it is quite early in grade school that many potential drop-outs begin to fall behind

> in their scholastic achievements and this results in ... retardation ... These results suggest that perhaps some of our occupational education and guidance might begin much sooner than it does now. (p. 103)

The need for correction of maladjustment at an earlier age is acceptable to many. Anna Meeks (1962) goes further in her description of what elementary counseling could be:

> More significant than the recognition of the usefulness of guidance in the correction of maladjustment has been the acceptance of guidance as an integral part of the whole educational program. Guidance is now regarded as much more than a privilege accorded the maladjusted; it is also needed by other children and requires programs that have as their major objective helping all children to be at ease with themselves and with others (p. 31).

Rogers' conclusion about mental health in the elementary school as a result of his study in 1942 is summed up in the following statement: "It becomes clear that a suitable program of mental health in the schools cannot be something extraneous to the educational structure, but must be an integral part of administrative and classroom policies and procedures if it is to be effective (p. 22)."

A number of mental health surveys of school age children have been done in school districts. Some of the findings of these surveys done by the National Institute of Mental Health and the Health, Education and Welfare Department have already been mentioned.

From these findings and others like them, Smith (1967) believed that:

> When professional and understanding help is not available, unheeded problems lead to our school drop-outs, underachievers, slow learners, our

> physically and intellectually handicapped and emotionally and socially disturbed children. These problems, however, are identifiable as early as the primary grades (p. 10).

Barclay (1966), commenting on the importance of elementary school counseling, said, "Children tend to develop a behavior repertory related to social learning which remains relatively constant and impervious to change without some kind of behavior intervention (p. 1070)."

Despite studies which provide substancial evidence for the need of earlier diagnosis and treatment of emotional problems in elementary schools and despite the beliefs of noted leaders in the field of education, the services offered are definitely not adequate or are, in fact, non-existent.

As an example, the N.I.M.H. in its study in 1965 found that:

> There are not enough out-patient clinic services available to children. Of the nation's approximately 1,800 mental health clinics, somewhat less than one-fourth are child guidance clinics; moreover, only thirty-two percent of the 300,000 patients under eighteen years seen at out-patient clinics in 1963 were treated. A large proportion of all counties in the United States are without mental health clinics altogether, and most of these lack agencies that substitute in some measure for such services. (p. 17)

In this same study it was found that throughout the United States, despite the lack of services provided by local and state agencies, only ten percent of the nation's school systems have any kind of programs to aid children with mental handicaps -- and most of these concentrate on mental retardation, not emotional disturbance.

The Department of Health, Education and Welfare (1965) realized similar findings. Recent statistics show that there are only 21,152 guidance personnel in the United States to serve some 81,910 elementary schools and some 25,350 high schools (p. 33)."

Although there is a great deal of evidence which supports the idea of counseling and guidance in elementary schools, there are also many studies that question its effectiveness or worth.

Literature Dealing with Experimental Research in Elementary School Counseling

The Rogerian Approach

The typical Rogerian model utilizes a permissive, non-directive approach to counseling in which understanding of self is brought about by the reflective techniques. Since the authors did not define specifically the counseling objectives of the studies nor define specifically the term counseling, it was assumed that the non-directive model implied was followed in a traditional rather than a modified manner.

Typical of these studies employing a Rogerian model was a study done by Winkler, Teigland, Munger and Kranzler (1965). In this study the counselors randomly assigned 121 fourth graders to one of five groups: individual counseling, group counseling, reading instruction, a Hawthorne effect group (in which the children were given special attention

by calling them from their classrooms and playing recordings) and a control group. At the end of the treatment period, there were no significant differences among the groups on any of twenty outcome measures. Kranzler (1968), sighting unpublished material, described a follow-up utilizing a sociometric measure which was conducted one year later, at which time there were still no significant differences reported.

Kranzler (1968) sighted another unpublished study which utilized a large number of subjects and five trained elementary school counselors. At the termination of treatments, there were again no significant differences between counseled and control groups on any criterion measured.

Munger, Winkler, Teigland and Kranzler (1964), using a client-centered approach, did a study involving fourth grade underachievers and found no differences between their counseled and non-counseled subjects regarding change in sociometric status.

Biasco (1965) attempted to check the hypothesis that gain in sociometric status was best influenced by group counseling. Biasco randomly assigned subjects of low sociometric status to four groups: individual counseling, group counseling, teacher consultation (in which the counselors consulted with the teachers rather than working directly with the children) and a control group. The two counselors employed in the study were trained, experienced full-time elementary school counselors who administered the treatments

in the schools that employed them. Criterion measures included two measures of sociometric status and a measure of anxiety. There were no significant differences among the groups after treatment.

Mayer, Kranzler and Matthes (1966), in an attempt to explain results of some studies mentioned above, assumed that there are multiple causes of behavior, and therefore, in the absence of ability to make adequate differential diagnoses, multiple treatments may be necessary. They then randomly assigned fifth and sixth graders of low sociometric status to three groups: counseling, in which subjects received both group and individual counseling; teacher consultation, in which the counselor acted as a consultant to the teacher; and control. Five trained elementary school counselors administered the treatments. Gain in sociometric status, along with three other criterion measures, was used for evaluation. There were no significant differences among the groups.

In a study reported by Oldridge (1964), only teacher referrals to counselors from kindergarten through grade eight were selected as subjects. Oldridge reported that classmates of the subjects selected responded to a "guess who" sociometric instrument, and he found that control groups improved more than the subjects who received individual or group counseling.

As mentioned earlier, Mayer et al. (1966) attempted to explain the results of these studies by assuming there are

multiple causes of behavior and more research should be directed to this question. However, other questions might be raised in attempting to explain the results of these studies. Could it be that more positive results might have been realized if the counselor had worked with the significant adults (parents and teachers) in the children's life? Only in Biasco's (1965) and Mayer's et al. (1966) studies do the counselors consult with teachers. But in both of these studies teacher consultation was done without the combination of counseling with the students at the same time.

Another question might be raised. Could a non-directive, permissive, unstructured atmosphere in the counseling situation be detrimental to the student when he returned to the classroom? The behaviors the counselee may have learned in the counseling sessions would not be acceptable when used in the classroom. He then is confronted by the teacher and the ensuing conflicts might only cause greater behavior problems.

That only students with behavior problems or students with low sociometric status were selected or referred for counseling could also have some influence on the research outcomes. Having a homogenous group of children with similar problems could present difficulties for either the experienced or inexperienced counselor. Also, children with low sociometric status grouped with other children of similar status would have no different (improved) role models to observe or imitate.

Any or all of these questions raised suggest possibilities

that might explain why the studies mentioned above showed no significance. Kranzler, Mayer, Dyer and Munger (1966) carried out an experimental study which showed positive results. In this study, Kranzler et al., using a client-centered approach, attempted to assess the results of counseling with fourth grade students using sociometric status as the criterion. A sociometric device was administered to four fourth grade classrooms to one of three treatment conditions: counseling, teacher guidance, and control. When treatment conditions were compared, the evidence seemed to indicate significant differences in the relative frequency with which subjects increased or decreased in sociometric status, that the differences favored the counseling condition, and that these differences persisted over a period of seven months. The possibility of a temporary teacher influence on the sociometric criterion was indicated.

In his most recent article, Kranzler (1969) came up with some interesting conclusions. He found in a study comparing the counselor acting as a consultant to teachers as opposed to a counselor working with students that there was no significant different in effectiveness. In fact, the author stated:

> Leaving children alone (control group) was apparently as effective as giving them counseling or having counselors consult with teachers about them. Critics of both counseling and consulting procedures currently employed by most school counselors will, no doubt, react to these data with glee.
>
> My own conclusion from these data is that it doesn't make much sense at this time to argue about the virtues of vaguely defined activities as counseling or

> or consulting. Recently, I have had the opportunity to observe both Adlerians and behavior modifiers in their consulting and counseling activities. Their behavior seems to me to differ rather markedly from the behavior of the Rogerians who worked in the studies summarized above, especially with regard to the frequency of concrete suggestions for behavior change given to the teacher by the counselor. If there are important differences among counselors in their counseling and consulting behavior--and I think there are--isn't it reasonable to assume that the effects of their behavior will also differ? If there are important differences within the counseling and consultant roles, it seems to me that we merely obscure these differences by arguing about differential effectiveness between roles. And, if there are important differences within counseling and consulting roles, the terms ought to be dropped from our vocabulary in favor of more precise descriptions of specific procedures to be followed when helping specific behavior change (p. 288).

Kranzler, who has a scholarly familiarity with counseling research, concludes that the orientation or approach to counseling is a determining factor in the outcomes or goals towards which the counselor is working.

The Global Approach

According to Faust (1966), "Global counseling is designed not so much to treat disordered, perplexed, unproductive children as it is to assist other school personnel in building a new world for children in which disorder and disease have little opportunity to originate and flourish (p. 4)."

The Global approach to counseling is the second school of thought that has done some research in the elementary school setting. A study using this approach to counseling was carried out by Batdorf and McDougall (1968). Their purpose was to evaluate the global approach to counseling. In this study the counselors worked with groups of teachers,

followed by work with individual teachers and groups of children or individual children. The null hypothesis predicted no significant differences between control and experimental groups in terms of: (1) global counseling's effect in making teachers less authoritative in their attitudes; (2) global counseling's effect in increasing congruence between pupils' perceived and ideal of self-image; and (3) any systematic relationship between teacher attitude changes and pupil self-ideal, self-concept changes in fourth, fifth and sixth grade classrooms. There was no significance found with regard to this study.

A further survey was carried out by Usitalo (1967) at the same elementary schools cited above where the global approach to counseling was employed. At the end of the year, a forty-seven item questionnaire was completed by the teachers. The teachers were asked to agree or disagree with statements concerning their own acceptance of the counselor, the degree of counselor acceptance perceived in other staff members, and what were the appropriate roles for the counselor. Over eighty percent of the teachers agreed that global counseling was of value to individual pupils and groups of pupils. Over seventy-four percent agreed tht global counseling was beneficial to the professional staff. There were no statistical results included in this study as Usitalo explained in his conclusion, "Unfortunately, there is no way of knowing if this percentage of agreement and favorable disposition toward global counseling was statistically

significant since no sampling of attidues in the area was done prior to the start of the project (p. 7)."

The "no significant difference" result found in this global approach to counseling study may have been a result of generalized recommendations given to the teachers. The findings may not have been significant since specific procedures for dealing with specific behavior were not outlined for the teaching staff.

The Behaviorist Approach

The third orientation to counseling which has generated a significant amount of research is that of the behaviorists. While most behavioristic studies deal with behavior change in children in various settings, there are at least three studies reported that deal specifically with elementary school counseling.

In a study done by Hansen, Niland and Zani (1969), the effectiveness of model reinforcement and reinforcement group counseling with elementary school children using sociometric status as a criterion was evaluated. Eighteen low sociometric students experienced counseling in groups with sociometric stars. These stars were included in the groups as models (six groups); eighteen others experienced group counseling in a group composed of low sociometric students but no stars (three groups); and a control group met for an activity period. The findings indicated that low sociometric students in the model reinforcement groups with sociometric stars made significantly more gain in

social acceptance than either those receiving counseling with other students of low sociometric status without sociometric stars present or the control group.

These results seemed to indicate homogenous groups of low sociometric students were not beneficial, because the students in these groups had no role figures after which to model. As mentioned before, this might be one of the reasons most of the studies cited previously by client-centered counselors were ineffective. Almost all of their groups were homogenous with regard to their make-up.

Another study representing the behaviorists' school was carried out by Barclay (1966). The purpose of this study was to determine whether specific treatment procedures used by school psychology interns could effect changes in criterion of social acceptance and dimensions of attitudes relating to environmental "press", peers, and authority figures. Differential treatments included planned intervention in one class, selective reinforcement procedures in a second class, and the change of teacher in a third. Planned intervention resulted in a number of significant changes in pre- and post-test scores for the group. The results of the study suggest that strategies of planned intervention in elementary school classrooms can result in more favorable attitudinal stances on the part of elementary school children.

The significant results reported by this study support Kranzler's (1969) observation that specific recommendations made to the teacher help bring about behavior change more

successfully.

In a study using a form of behavior modification in working with emotionally disturbed elementary school children, Bruse (1967) found the methods that he employed to be of questionable value. The study was designed to determine the effect of special class, group work, and individual case work methods based upon a behavioral design of meeting the needs of these students. The author's conclusion was that all of the above methods were of questionable value. Bruse recommended that:

> Additional research should be conducted into the effects that different methods of intervention have upon modifying the behavior of emotionally disturbed children in public schools. Research needs to be done in the area of differential diagnosis of behavior problems. Effective treatment plans must then be developed which have a sound conceptual basis within the total psycho-educational experience provided by the public schools (p. 2133a).

It appears that the author of the above study did not carry out teacher consultation as specifically as the other behaviorists. The recommendations given to teachers and/or students were of a general nature. This might have been a factor in the "questionable value" conclusion.

The Adlerian Approach

Proponents of the Adlerian school of thought have reported very little research to substantiate its approach. What has been done, however, demonstrates that the methods employed have resulted rather generally in positive changes for counseled students and/or attitudinal changes on the part of parents.

In a study carried out by Stormer (1966), it was found that significant results were obtained by working with parents and teachers of selected students as well as with the students. Although the researcher admitted the study had some obvious weaknesses, he also was able to measure significant changes in attitudes and behavior. Pre- and post-testing with a behavior and attitude inventory revealed much healthier attitudes and behaviors around home, less conflict and anxieties, more responsibility taken on part of the child, a better classroom atmosphere, and a development of self respect and confidence. This is a refreshing change from the earlier studies cited, with their lack of positive findings.

Some obvious flaws existed in this study. As Stormer commented:

> It became very difficult to achieve significance on many of the test items due to contamination of the design. This evolved in selection of the control groups. It happened in the random selection of experimental and control groups that some of the students in the control group were in the classroom of teachers involved in the program. Many of the suggestions and techniques discussed in the teacher's seminar were tried on the whole class, thus control students also gained indirectly from the teacher's participation (p. 7).

In this study it was obvious that the statistical design had loopholes. In fact, testing for the changes observed were not adequately incorporated into the original design.

Sonstegard (1962) tested the hypothesis that behavioral correction, in this case overcoming of non-learning, could

be effected through changing the parents' faculty relationships with their children. The pre- and post-tests used were the reading tests of the Iowa Test of Basic Skills. The experimental group of six students was counseled thirty minutes per week and the parents of these children attended group counseling sessions for one hour per week. This program was continued throughout one full academic year. There were significant gains in the reading progress of the experimental group in contrast to the control group. In conclusion to the study the author stated:

> The inferences to be drawn from the data should be considered tentative and indicative rather than conclusive, because of the size of the sample. However, the growth made by the pupils in the experimental group as individuals and growth as compared to that of the comparison group during the year in which the experimental subjects experienced group counseling, and the observed changes of attitude of these children, would seem to warrant the generalization that the method described has merit as a means of helping underachievers to live successfully in school (p. 2).

Sonstegard's (1962) study did not include a Hawthorne effect group. It is possible that the students of the experimental group improved significantly only because they were involved in the study. One might also question his sample as being too small, as only six students were involved in the study.

Hillman (1968), implementing an Adlerian model, reported the results of a questionnaire given to parents and teachers that had attented a teacher-parent education center in Federal Way, Washington. While a questionnaire type of

evaluation is certainly suspect, it is interesting to note that all of the parents and teachers involved in the program reported in varying degrees that they felt the center was effective. Both groups almost unanimously reported varying degrees of positive change in the children attributed to the use of new methods learned at the center.

The success of these studies is likely a result of several factors. In all of these Adlerian-oriented studies, the counselor was working with at least one of the two significant adults in the child's life. This is a basic operational tenet which most Adlerians implement.

Success of these studies might also be attributed to the techniques Adlerian counselors employed. Recommendations they made to help parents, teachers and children deal more effectively with each other were very specific. Assisting students in becoming aware of the purposes for their behavior might have been influential in helping them seek alternate ways of behaving both in the classroom and home.

In the process of setting up this study, this author attempted to attend to the limitations and questions raised about the previous research cited in this chapter. In many of the other studies cited the counselors counseled with only the children, or only the teachers, or only the parents. In this study the author worked with all three groups. The permissiveness allowed in the counseling sessions described in some of the previous studies probably did not help the children's relationship in the class. This study was based

on a democratic philosophy of mutual respect. The atmosphere in the classroom during group discussions and in small group counseling with the students was not permissive. Ground rules were set up by the group with the leadership of the counselor, and all members of class and small groups were expected to cooperate within these limits. Therefore, the children were not exposed to an artificial setting of permissiveness and then expected to return to a structured classroom. A further limitation of the other studies was that many recommendations were too general. In this study the author attempted to make specific recommendations to parents, teachers and children. Helping the students, parents and teachers see the purpose for children's behavior is an approach that seems to be unique to the Adlerian model. The counselor in this study employed this technique extensively.

Summary

A review of the literature suggests that there has been a great deal written concerning the need for and/or role and function of the elementary school counseling program, but research into the results of the work of counselors seem inconclusive. The studies reviewed represent some of the work done in evaluating the skills of counselors using different theoretical models.

The literature suggests that there have been very few studies with significant results in changing behaviors or self-concepts of children in elementary schools. The

Rogerian school has by far been the most researched, but it also demonstrates the least significant results. Questions raised as to why this might have been the case deal with lack of specific suggestions, failure to include significant adults in the counseling process, or faulty research design.

The Global approach, in some respects a non-theoretical model, also lacked significant results. Their concern in working more with the significant adults in the child's life, which seems to be a major premise upon which this model is based, demonstrates that just working with parents is not sufficient. A model that can bring about significant changes in the parents' and teachers' behavior toward the child might need to be incorporated into this approach.

The Behaviorists, who have done a great deal of research in changing behavior, have done very little in specifically working within the elementary school system. However, in the studies reviewed in this chapter some significant results were obtained.

Proponents of the Adlerian school have done very little research to substantiate claims that positive behavior change can take place through counseling using their model. The few studies carried out have shown significance, but more sophisticated studies are needed before the efficacy of the Adlerian model for use in the elementary school counseling program can be ascertained.

VI. EVALUATING RESULTS

A. EVALUATION OF STUDY GROUP EFFECTIVENESS QUESTIONNAIRE

The 112 staff members and parents who were involved in the study group were asked to fill out a mid-term evaluation as well as a final one. Some adjustments in the plans for conducting the study group were made after the mid-term evaluations. (See Questionnaire in Appendix)

Forty-eight members of the group rated the overall impression of the value of the group study as excellent; forty-eight rated it good; and only 12 called it fair. The great majority of them felt that their time had been well spent and that the study group had been effective. Some participants thought that understanding family constellations had brought about changes in their family living. They indicated that there was less noise at home after taking part in the study group. Family members started to think before arguing. Others said that their children took a greater part in household work than before.

The majority of participants expressed no disappointment about the sessions; however, those who did respond to this question complained about the slowness of discussions and the need for more group leaders.

The fourth question on the questionnaire asked for suggestions for improvement of future groups and seven different suggestions were made. Most of these suggestions could be satisfied by allowing the study group to begin in the fall rather than the winter and continue until June.

Some people felt school psychologists and counselors should be invited to certain sessions.

Question number five regarding the desire to participate in another group study or a follow-up was overwhelmingly favorable with only 12 negative responses. Also, the tally was affirmative as to recommending the group study idea to others. Only four of the responses were negative.

Another question was related to the adequacy of the basic materials and all answers were affirmative. Other suggestions offered by the staff and parent members of the group included the following: 1. holding the meetings in private homes rather than schools; 2. showing movies on family counseling; 3. following-up with participants on new approaches they tried in class; and 4. setting up definite criteria for screening leaders.

B. PRINCIPALS' EVALUATION OF TEACHER STUDY GROUP EFFECTIVENESS

The first question on the principals' questionnaire (see Questionnaire in Appendix) is concerned with any changes that are observed in the classroom behavior of teachers who have been in the study group. The principals felt that being in the group helped some teachers to realize why they were having conflicts with certain students and caused them to adjust their behavior. In general the group study seemed to promote a more relaxed feeling among teachers and a greater degree of self-confidence. Control was better in classrooms as well as on the playground. The teachers in the study group made greater use of logical consequences and listened more to the children.

A greater degree of choice for the children was offered by teachers who participated in the group. Some form of earned time was used by all the teachers who were in the study group. These teachers made use of contracts and positive reinforcement. They paid more attention to changing behavior patterns to allow for individual difference in children.

The second question asked about cooperation and communication among teachers who were in the study group and most principals felt that staff meetings were more open and there was more discussion of mutual problems. These teachers spent more time together after school and also shared ideas with less experienced teachers. They appeared to be more honest and open with the principals. On the whole the interaction between the staff members was extremely good.

Question number three referred to the degree of self-confidence shown by those teachers who were in the study group. Principals felt they were about the same or more self-confident. They agreed that these teachers were more willing to experiment with students on behavior modification. Rather than send the problem children to the office, these teachers tried to handle them within the classroom with some degree of success. The teachers used encouragement more in handling difficult children.

The principals felt that the teachers who had been in the study group were able to develop more positive relationships between parents and teacher. Parent-conference week seemed to be more successful. Some teachers referred to

family constellations when talking to parents and tried to show the child's behavior from the way in which the child perceives it. Some teachers explained Dreikurs techniques in hopes that it would be used at home.

Question number five asked about the frequency of referral of children by teachers to the office of the principal for disciplinary action, and some principals noticed no difference while others said there were less referrals. This questionnaire could be researched further at a later date.

Question number six referred to the number of times children were sent to the principal's office for commendation, and some principals noticed no difference while others said there were more after the study group occurred.

Question number seven asked principals whether activities that were learned in the study group were put to use by the participants. The principals felt that about half of those teachers made use of the class meeting idea to good advantage. They felt that many of the teachers used letters of encouragement consistently and effectively while others said there wasn't enough time for employing this activity. Most participants made use of the family constellation idea and discussed it frequently with students. A few teachers made excellent progress in using logical consequences in the classroom.

Question number eight concerned encouraging other teachers to participate in such a group study. Principals felt that this could best be accomplished by letting those teachers who had taken part in a study group talk to other

teachers. Also principals might permit part of the staff meeting time for study groups. It was agreed that principals should do all they can to encourage teachers to make use of what is learned in the study groups.

C. INVENTORY OF SELECTED STUDENT BEHAVIORS

The Inventory of Selected Student Behaviors was administered to parents and staff after 14 study group sessions were completed. Among the multiple choices for each question, there is one answer that is clearly Adlerian. The first section presented a description of a family constellation and then followed up with eleven multiple choice questions. The second section described another family constellation by presenting a teacher's report and a parent's report on the children involved. There are ten questions on this section. The third section describes a selected setting and then asks twenty-nine questions about behavior within that setting.

The test scores ranged between 30 out of 50 and 45 out of 50. Previous teacher and parent recommendations to continue study group participation this fall may be justified by the wide range of scores on the "Selected Behavior" Inventory. Such a continuation study could very easily emphasize case studies of applying Adlerian techniques to selected situations.

As the preceding table indicates, scores were of a wide range on all tests. On the average the parents showed more variation and understanding of how this model of child behavior may be applied in home and school situations. Teachers also showed understanding of the application of the model and interest

in continuing their study group.

D. BEHAVIOR CONCEPTS INVENTORY

The results of the Behavior Concepts Inventory are indicated on chart 1.0. This inventory measures basic understanding of the Adlerian model components (See Appendix for Inventory Questionnaire).

The staff seemed to grasp a greater understanding of the model sooner than the parents. Although there was a wide range of scores on both pre- and post inventories, this did not seem to discourage the enthusiasm of both parents and staff of both school districts to recommend continuation of study groups for the 1974-75 school year.

Chart 1.0 Behavior Concepts Inventory: Education Model

	PARENTS		STAFF	
	Pre	Post	Pre	Post
Frequency	3 - 14	10 - 34	5 - 19	13 - 36
Mean	9	23	14	29
Total No. of Questions	36	36	36	36

Chart 2.0 Inventory of Selected Student Behaviors

	PARENTS	
	Pre	Post
Mean	22	45
Total No. of Questions	50	50

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VIII. APPENDIX

A. EXPENDITURE BUDGET

B. EVALUATIVE SCALES

1. Behavior Concepts Inventory: Education Model

2. Inventory of Selected Student Behaviors

3. Study Group Effectiveness Questionnaire (Staff and Parents)

4. Principal's Questionnaire

C. PARENT STUDY GUIDE

D. TEACHER EDUCATION TRAINING COURSE OUTLINE

E. PUBLIC RELATIONS

1. Article from Sacramento Bee

2. Article from Parent Teachers Association Magaz ine

F. LETTER TO THE STATE DEPARTMENT OF EDUCATION

EXPENDITURE BUDGET

Books (120)	$ 750.00
Manuals (12)	30.00
Discussion Group Packets	95.00
In-Service and Demonstration Honorariums	350.00
University Course Credit Impact to the District for Salary Increments	1,792.00
Leadership Training	100.00
Film Rental	75.00
Refreshments	350.00
TOTAL	$3,542.00

BEST COPY AVAILABLE

Behavior Concepts Inventory: Education Model

1. "I know you can do better," is an example of discouragement because it:
   1. Implies pressuring and pushing the child.
   2. Implies a lack of faith in the child.
   3. Implies a standard of conduct.
   4. Implies that a child's ego-strength is dependent upon the teacher.
2. The purpose for seemingly "good" behavior of the active-constructive child may be:
   1. Fear or respect for the established social order.
   2. Self-elevation and self-importance.
   3. Regard for or devotion to others.
   4. Effective participation in social living.
3. Inadequacy in the basic study skills is usually an expression of the child's:
   1. Discouragement and disbelief in his own abilities.
   2. Unreadiness for the classroom.
   3. Organ inferiority when compared to a favored sibling.
   4. Failure to realize an effective teacher-pupil relationship.

4. Effective use of group influences upon a child is dependent on:

   1. Intelligent application of reward-punishment.
   2. Just and impartial application of group rules.
   3. Group pressure operating equally on all children.
   4. Carefully structured group situations.

5. Purposes of the child's behavior are more understandable when stated in terms of:

   1. Past influences.
   2. Present goals.
   3. Past behavior.
   4. Present consequences.

6. Discouragement and feelings of frustration arise from:

   1. Intra-personal conflicts.
   2. External forces and pressures.
   3. Biological limitations.
   4. Perceived inadequacy.

7. Misconception of position in a social group usually leads to:

   1. An intra-personal conflict.
   2. Continued faulty approaches.
   3. Utilization of defense mechanisms.
   4. Distrust of abilities.

8. In a family of six children, the greatest differences in character, temperament, and interest may develop between the:

   1. First and last child.

   2. Last two children.

   3. First two children.

   4. Middle two children.

9. When encountering difficulty in relationships with children, it is imperative that we first:

   1. Follow our natural inclinations and initial impulses.

   2. Confront the child with the disruptive, unacceptable nature of his behavior.

   3. Allow the child additional freedom of expression until he becomes cognizant of his motives.

   4. Seek some understanding of our role in the difficulties.

10. The dynamics of a child's behavior can generally be recognized:

   1. In the various attention getting behaviors utilized by the child.

   2. In those unpleasant by-products of the situation, like humiliation and shame.

   3. By the effect it has on adults.

   4. By close scrutiny of environmental factors pressing upon the child.

11. The most successful way to change a student's bad habit is:

    1. To point out the consequences if he continues.

    2. To teach the child a better habit.

    3. To allow the consequences to affect him.

    4. To ask him to cease his habit, so he will know you disapprove.

12. Which is the MOST important advantage of a group discussion:

    1. To enable the teacner to obtain information about children.

    2. To enable the teacher to learn about children's attitudes.

    3. To enable the teacher to aid children in understanding themselves.

    4. To enable the teacher to explain school matters and gain the class's support.

13. The most common alliances formed by children in a four-child family are:

    1. 1 and 2 vs. 3 and 4.

    2. 1 and 3 vs. 2 and 4.

    3. 1 and 4 vs. 2 and 3.

    4. 1, 2, 3, vs. 4.

14. Behavior can best be understood as:

    1. A cause and effect relationship.

    2. A goal directed relationship.

3. A many causal relationship.

4. A result of drives and needs.

15. Which of the following BEST answers the question of heredity versus environment in affecting behavior:

1. Behavior is affected mostly by heredity.

2. Environment accounts for most behavior.

3. Behavior is the interaction of heredity and environment.

4. Interpretation of heredity and environment affects behavior.

16. Logical consequences imply the use of:

1. Verbal commands.

2. Reprimands.

3. Result of actions.

4. Unaltered situations.

17. In a family of four children, which child may be spoiled:

1. The first.

2. The second.

3. The third.

4. The fourth.

18. In a family of four children, which child usually acts as if he had to make up for lost time:

1. The first.

2. The second.

3. The third.

4. The fourth.

19. If the teacher feels the situation is hopeless and the child beyond help, the child's goal is probably:

    1. Attention getting.

    2. Power.

    3. Revenge.

    4. Assumed disability.

20. If a teacher is hurt by the child's actions, the goal is probably:

    1. Attention getting.

    2. Power.

    3. Revenge.

    4. Assumed disability.

21. The goal associated with a child who feels disliked, abused, and hurt is:

    1. Attention getting.

    2. Power.

    3. Revenge.

    4. Assumed disability.

22. A child operating toward the goal of power might say:

    1. "See me, I'm standing up."

    2. "I'm tired of sitting."

    3. "Help me stand up."

    4. "You can't make me sit down."

23. A child operating toward the goal of revenge might say:

    1. "You can't make me sit down, you old scarecrow."
    2. "See me, I'm standing up."
    3. "Help me stand up."
    4. "You can't make me sit down."

24. Attention getting behavior:

    1. Occurs when the child is convinced that he is a failure.
    2. Is the same as revenge.
    3. Usually causes a child to hurt others.
    4. May be manifested in a child who plays dumb.

25. A proper relationship between teacher and pupil:

    1. Requires mutual respect and trust.
    2. Is related to the basic rules of cooperation.
    3. Is embedded in a clear concept of order.
    4. All of these.

26. Logical consequences deal with:

    1. The child's goals.
    2. The action of the teacher's first impulse.
    3. The situation.
    4. The outcome.

27. The use of punishment:

    1. Is an effective means of control.

    2. Hinders the perception of the situation by the child.

    3. Can occur naturally in a situation.

    4. Develops powers of resistance and defiance in the child.

28. Punishment and reward:

    1. Are useful in a democratic setting.

    2. Belong properly in an autocratic setting.

    3. Are useful in a competitive setting.

    4. Are corrupting influences regardless of the setting.

29. The <u>BEST</u> way to help a discouraged child is to:

    1. Give up trying to encourage him.

    2. Stop believing in his helplessness.

    3. Try to convince him of his capabilities.

    4. Get him to become aware of his ability.

30. The teacher can avoid a power struggle by:

    1. Giving the child the attention he needs.

    2. Allowing the child to talk about his need for attention.

    3. Allowing the child time to reassure himself that he is loved.

    4. Disengaging from the situation.

31. We are prepared to offer guidance to the child:

    1. When we know our feelings for the child.

    2. When we discern what the child feels for us.

    3. When we understand the cause of the child's behavior.

    4. When we become aware of the interactional patterns.

32. Mistaken goals result from:

    1. The child's intra-personal conflicts.

    2. The child's driving forces.

    3. The child's misperceiving of situations.

    4. The interaction of heredity and environment.

33. The significance of birth order:

    1. Is the determination of the child's personality.

    2. Depends upon what the child makes of it.

    3. Is an unknown factor in personality development.

    4. Is not a factor in the development of personality.

34. The child who is born five years after the first children often develops traits of the:

    1. Only child.

    2. First child.

    3. Second child.

    4. Third child.

35. When assisting children in social adjustment and academic progress, one of the teacher's goals is to:

    1. Bring the child to participate and function with concern for the group.

    2. Bring to bear her more meaningful experiences.

    3. Beat the child at his own game.

    4. Provide the child with an opportunity to gain easy triumphs.

36. Psychological disclosures and interpretations are effective if they are confined to:

    1. Present attitudes and immediate purposes.

    2. Original development and deep-seated conflicts.

    3. Life-style patterns.

    4. The causes of specific behavior.

Inventory of Selected Student Behaviors

Instructions

This booklet gives an opportunity to determine what you currently think or feel about selected student behaviors.

After you have read each case study or situation, answer the questions by marking the answer that best indicates what you think, feel or believe. Do not spend a lot of time on any one question. Carefully read and answer each question. If you are not sure of the answer make the "BEST" guess. YOUR SCORE WILL EQUAL THE NUMBER OF ITEMS RIGHT. Make sure you answer all of the questions by marking your answer on the answer sheet, then quickly go on to the next question.

PRINT YOUR NAME ON THE ANSWER SHEET

DO NOT PUT YOUR NAME ON THIS BOOKLET

MARK THE SPACE ON THE ANSWER SHEET THAT INDICATES YOUR BEST ANSWER

Family Inventory

Part I--A Family Constellation

Father - age 44 - college graduate - successful salesman - golfer

Mother - age 42 - high school graduate - housewife since birth of first child - outstanding golfer

Anne - age 10

Betty - age 8

Description of Children's Behavior

Anne, in 5th grade, earns excellent grades and does very well in school. She is responsible and turns in requested classroom work. At times, Anne's need for approval or reassurance that completed tasks are correct annoys the teacher. More than the usual amount of effort is spent on her regular assignments. Anne also requires a great deal of time to complete school projects and homework. It has been observed that class peer relationships seem adequate, but Anne will only sit with two special friends. If these friends are seated elsewhere, she has been observed to be upset. A younger sister, Betty, is in another room at school. Often Anne walks by to check with the teacher on how the sister is doing.

Betty, in the 2nd grade, is an average student. The teacher feels that she could do much better. Grades would improve if assignments were turned in on time and if the papers were not so messy. Betty is an attractive and appealing student who enjoys being with peers. Teachers have often commented that she is "cute" because of very comical expressions and remarks. If it is time for arithmetic, Betty is always the last student to get out a book, paper and pencil. This is after the teacher has drummed fingers, patted a foot, reprimanded several times and finally given an absolute command to Betty. On the playground she has cried and pouted when things did not go her way. Usually Betty manages to get friends to help finish school work. However, tasks are given up easily and she manages to involve the teacher in these assignments. At the beginning of school the teacher was annoyed at this behavior. As the year has progressed, the teacher was not only annoyed, but has felt challenged into making Betty do her work. However, the teacher was unable to get Betty to accept responsibility and has arranged a parent conference.

During the conference the teacher found that Anne is helpful around the house and takes care of her room as well as a pet horse, Gety. However, at times it seems that Anne must be the sister's keeper and is constantly reprimanding Betty. She does a good job of babysitting Betty whenever Mom is not at home. The conference also disclosed that Betty seems to rarely accomplish anything without a constant reminder. Often late for meals, she is considered a finicky eater. Betty shows distaste for many foods apparently enjoyed by the older sister. Parents report that Betty is often threatened. Betty is inclined to tattle on the older sister. Since Betty cries often and easily, the mother and father feel that this is employed in an attempt to arouse sympathy. Whenever Betty is observed crying the Mother reports that Betty "has an overactive temper" and becomes incensed over apparently insignificant matters. Betty seldom does household chores, as a result Anne usually will complete them for her.

1. What would you guess about the future for Anne?
   1. Attended College, couldn't decide on a major, got married.
   2. Graduates from college in Education, became a science teacher.
   3. Attended college, plans to join the Peace Corps.
   4. Graduates from college in Art, became an art teacher.

2. The differences in Anne and Betty's personality reflect:
   1. Each child's heredity.
   2. The family constellation.
   3. The family atmosphere.
   4. The parental character structure.

3. Anne spends an inordinate amount of time on school work due to her striving:
   1. For perfection.
   2. To overcome an inferiority complex.
   3. To be better than others.
   4. For academic excellence.

4. Anne's peer relationships indicate:
   1. A alck of psychosexual development.
   2. An ego structure need.
   3. A familial role displacement.
   4. A lack of social interest.

5. When Betty fails to complete an assignment, the teacher should
   1. Make Betty stay after school and finish.
   2. Send the assignment home and get the parents to make her do it.
   3. Ignore the behavior and it will extinguish.
   4. Give Betty a choice that is appropriate.

6. Which of the following will help Betty develop responsibility?
   1. Praise her constantly on what a good girl she is or can be.
   2. Utilize her interests and talents in helping the teacher.
   3. Give Betty opportunities for making decisions and commitments to the class.
   4. Make sure she is punished when not doing what is told.

7. Betty's present behavior in class appears to operate on the goal of:
   1. Attention.
   2. Power.
   3. Revenge.
   4. Assumed disability.

8. We know Betty's current goal because the teacher feels:
   1. Irritated
   2. Challenged.
   3. Hurt.
   4. Frustrated.

9. When encountering difficulties in getting Betty to do arithmetic, the teacher should:
   1. Let development occur at Betty's own pace and do not push.
   2. Confront Betty with the problem so that present behavior is discovered as unacceptable.
   3. Follow natural impulse and keep Betty after school.
   4. Leave Betty alone to experience the consequences.

10. We know Anne's current goal because the teacher feels:
    1. Irritated.
    2. Challenged.
    3. Hurt.
    4. Frustrated.

11. Anne's present behavior in class appears to operate on the goal of:
    1. Attention.
    2. Power.
    3. Revenge.
    4. Assumed disability.

Family Inventory

Part II--A Family Constellation

Father - Joe Jones

Mother - Mary Jones

Jane 9, David 6, Sam 4, Angelica 2

Teacher's Report

At school David is a "pest" wherever he sits. We seat two children to each table in the classroom. David's seat has been changed several times. He takes his partner's crayons. He breaks the lead out of their writing pencils. He marks on their writing papers. David has spit on other children. By placing his feet in the aisle, David tries to trip other children. I have also suspected that he was trying to trip me a time or two.

David is capable of doing second grade work. However, he evidences this very seldom. His pattern of school work is consistent--sometimes completed and turned in, yet at other times incomplete and left in the desk.

David seems constantly on the move, although he doesn't leave his seat. He shifts his feet. He moves his head from up to down on the desk. He moves his chair. He drops something and picks it up. All day long, this is David's day.

On the playground he wrestles and fights. David told me that he could "whip" a third grader.

Parent's Report

When Mr. and Mrs. Jones came to school for the parent conference at report card time, the parents stated that David teases Sam. They feel this causes Sam to cry a good deal of the time. When David teases Sam, the mother says he is scolded or punished. Yet David just keeps on doing it. Sam is described by mother as a good little boy. He is quiet, lovable, and obedient. Jane, according to mother, is a good girl and a good student. She always dresses neatly and keeps her room in "inspection order." Jane is "motherly" with the other kids but doesn't get along well with David. David takes very good care of the baby, even better

12. In regard to Betty's pouting and crying, the teacher should:
    1. Comfort Betty until the crying stops, then inquire, "What is the problem?"
    2. Ignore the behavior and say nothing until a parent conference can be arranged.
    3. Ignore the behavior at that time and talk to Betty later.
    4. Ignore the behavior and later discuss with the class why children cry and pout at school.

13. The best action when Betty has a temper tantrum is:
    1. For the parents to leave the scene, going to another room without comment.
    2. For the parents to tell the child that misbehaving won't get her anywhere.
    3. For the parents to send her directly to bed.
    4. For the parents to let her have her way, refusing will make her unstable in the future.

14. Concerning Betty's lack of accomplishment at home, one might recommend that:
    1. The parents continue to remind her because she is too young to remember.
    2. The parents withdraw from the conflict, be firm about what they will do.
    3. The parents not place any demands upon a child in this stage of growth and development.
    4. The child be taught to do things correctly the first time whether she wishes to or not.

15. What would be your recommendation to the parents concerning Anne's reprimanding the sister?
    1. Talk to Anne and say it is wrong to talk like that to a sister.
    2. Scold each time you hear Anne reprimand the sister, so that Anne will know you disapprove.
    3. Ignore the reprimands and comment each time Anne says something positive about the sister.
    4. Ignore the reprimands, and send the girls outside to settle the problem.

than Jane. Angelica is a good baby. She never seems to have any problems. All the children help her.

16. What would you guess about the future for Angelica?
    1. Attends college but can't decide on a major.
    2. Graduates from college in Education, became a science teacher.
    3. Attends college, plans to join the Peace Corps.
    4. Graduates from college, became an Art teacher.

17. What would you guess about the future for Sam?
    1. Totally incapable, unable to succeed.
    2. Fairly good student, voted by senior class most likely to succeed.
    3. Did poorly in school, dropped out of high school and became an auto mechanic.
    4. Completed high school and became a computer programmer.

18. One way David's teacher could alleviate his problems with other children would be to:
    1. Ignore the behavior and later talk privately with David.
    2. Confront David with the problem everytime it occurs so he becomes aware of what he is doing.
    3. Ignore the behavior and say nothing until a parent conference can be arranged.
    4. Ignore the behavior and at some later time discuss with the class how to help David.

19. What recommendation could you give the teacher regarding David's inconsistent school work?
    1. Comment only on the acceptable aspects of David's work.
    2. Let David work at his own pace and do not push.
    3. Confront David with the problem so present behavior is discovered as unacceptable.
    4. Follow natural impulse and keep David after school.

20. What recommendations would you make to the parents concerning David's teasing of Sam?
    1. That mother take a more active part separating the two whenever Sam starts to cry.
    2. That mother take a less active part and let them fight their own fights.
    3. That mother talk to David about his purposes for provoking Sam into crying.
    4. That mother take a more active part giving additional love and affection when David teases.

21. What recommendation could the teacher make to the parents concerning David's behavior at home?
    1. Praise him constantly on what a good boy he is or can be.
    2. Utilize his interests and talents in helping the family.
    3. Give David opportunities for making decisions at home.
    4. Make sure that he is punished when not doing what is told.

Situational Inventory

Part III--Selected Setting

22. Donald has been asked to finish his arithmetic before working on an art project. When the teacher turned around, Donald was working on the art project and the arithmetic was unfinished. The teacher told Donald to get back to his arithmetic, which he did begrudgingly. After staring at his paper for a few minutes, Donald tore it up and glared at the teacher defiantly. At this point the teacher exploded, grabbed Donald and dragged him to the principal's office. What might have been a better way for the teacher to handle this situation?
    1. Ignore the behavior and keep Donald after class.
    2. Allow Donald to work on the art project and stay after school to finish the arithmetic.
    3. Be firm with Donald letting him know that he cannot get away with this behavior.
    4. In the beginning, give Donald an appropriate choice regarding his behavior.

23. Donald's behavior could be explained by the following:
    1. The teacher's insistence caused Donald to rebel.
    2. Donald's conflict with the teacher was based on a lack of understanding.
    3. Donald perceived the teacher as forcing compliance which resulted in a power struggle.

24. Jerry has been chronically late to school for the past two years. Each time there is a plausible reason, such as Mother didn't awaken him or his sister made him get in a fight. One morning he saw the teacher in the hall and said smilingly, "Well, I'm late again." The teacher should:
    1. Say or do nothing about his being late, but ask that the work that was missed be completed.
    2. Take some of the fun out of being late by giving him a good talking to upon arrival in the classroom.
    3. Call the mother and ask her to see that Jerry gets to school on time.
    4. Refuse him permission to enter the classroom late without a written excuse.

25. Unlike his brother, Larry is one of the most discussed boys in the teacher's lounge. His reputation seems to have developed from the outstanding ability to create pandemonium in the classroom, throwing erasers and chalk or arguing and fighting with smaller boys. One explanation of Larry's behavior could be:
    1. Larry's need for attention and recognition causes him to create pandemonium in the class.
    2. Larry demonstrates that the most important thing is to be powerful and uses this to gain peer recognition.
    3. Larry is striving for significance, by being the best at being worst, thereby gaining special recognition.
    4. Larry is striving for peer recognition and uses immature behavior to gain acceptance.

26. Victor does not participate in class. He deliberately isolates himself from the group and the class feels sorry for him. The best way for the teacher to handle this situation would be to:
    1. Appoint Victor chairman of a class project so he will gain social skills.
    2. Ignore Victor's behavior and allow peer pressure to operate.
    3. Allow Victor to be himself and provide reassurance and understanding at appropriate times.
    4. Provide specific opportunities for Victor to participate in classroom responsibilities.

27. Betty, in the sixth grade, does all sorts of "cute" things in class. The teacher and the class enjoy Betty's quips, jokes, and stories. An explanation of Betty's behavior could be:
    1. Betty "uses" this behavior to gain acceptance in the group.
    2. Betty's behavior is to gain special attention from the teacher.
    3. Betty feels a need to demonstrate her dramatic ability.
    4. Betty's behavior demonstrates that she has developed a strong self concept.

28. Dickie, a poor student, is an asthmatic child in the second grade. He is frequently absent and only comes to school when his mother brings him. He rarely does school work and cries or whines. One explanation of Dickie's behavior could be:
    1. An overprotective mother has caused Dickie to feel helpless and inadequate.
    2. Dickie feels incapable of participating normally in class because of poor school attendance.
    3. Dickie's inadequacy is a result of the asthmatic condition and mother's overprotection.

4. Dickie perceives himself as being inferior and inadequate, therefore, uses illness in a compensatory manner.

29. Mary's teacher bought a globe and placed it in the classroom. Mary didn't like the globe. She punched holes in it with a pencil. The teach[illegible] found out, repaired it, put it back, and talked to Mary. Mary [illegible]nched holes in the globe again. This hurt her teacher very mu much. The apparent goal in Mary's behavior is:
    1. Attention getting.
    2. Power.
    3. Revenge.
    4. Assumed disability.

30. Since the globe was broken, Mary should have been allowed to:
    1. Pay for it out of her allowance or earn the money to repair the globe.
    2. Notify the parents of her deed and let them handle it.
    3. Write a theme about the care of globes and repair it.
    4. Come in after school and repair the globe.

31. The first step in establishing a good relationship with a class requires:
    1. Democratic rules and procedures.
    2. An understanding of each child.
    3. Mutual respect.
    4. Establishment of mutual expectancies.

32. Three children are constantly competing with each other for grades, special privileges, and the teacher's attention. The first step for the teacher is to:
    1. Become uninvolved, ignore the competition, and demands for attention.
    2. Overlook the competitive spirit by pretending not to hear the arguments.
    3. Try harder to treat each one of them equally.
    4. Take time to explain that each should respect [illegible]other's rights.

33. The teacher has noticed that several children forget to bring pencils to class and constantly borrow from her. The best solution would be to:
    1. Ignore the requests to borrow pencils and being the lesson.
    2. Allow the children to borrow pencils from their classmates.
    3. Sned the children to their lockers to obtain a pencil.
    4. Loan the student a pencil after collateral has been obtained.

34. A teacher can develop appropriate interpersonal relationships in a class by:
    1. Preparing a unit on personality development.
    2. Conducting classroom discussions.
    3. Making allowances for individual differences.
    4. Treating each child equally.

35. At the beginning of the week, the teacher allowed the students to choose the jobs they wanted. Charlie volunteered to erase the chalkboards each day after school. After two days, Charlie announced he would rather have another job. The teacher should:
    1. Allow Charlie to trade jobs with someone else.
    2. Understand Charlie's need for variety and give him another job.
    3. Say nothing to Charlie and refuse to write on the chalkboard until it is erased.
    4. Tell Charlie that he must erase the chalkboard becuase it is his responsibility.

36. Richard has a poor self concept and feels he does everything wrong. In order to help Richard, the teacher could:
    1. Ignore all the wrong things Richard does.
    2. Allow Richard to help children in another class.
    3. Reassure Richard that he is valuable and important.
    4. Praise Richard when he does something right.

37. Eight-year-old Kevin was noisily playing with toy magnets during spelling. Upon being told to stop he put the magnets away. A few minutes later he began playing with the magnets again.
    1. Kevin is seeking attention. The teacher should take the magnets away.
    2. The teacher should give Kevin the choice of putting the magnets away or giving them to her until the end of the day.
    3. Kevin's magnets should be ignored. He should be asked kindly to get started on his work.
    4. Kevin should be reprimanded. That will satisfy a desire for attention and he will quit bothering others.

38. After being reprimanded for whispering to her neighbor, Connie systematically pulled everything out of every drawer in teacher's desk. When teacher saw the mess she sat down and cried at the thought of putting everything back. What is the best explanation of Connie's behavior?
    1. Connie was getting revenge on the teacher.
    2. Connie was making a desperate attempt for more of teacher's attention.
    3. Connie was showing teacher that she could be boss.
    4. We need more evidence before drawing conclusions about Connie's behavior.

39. Ten-year-old Miguel does not own a bicycle. Often he steals a bicycle from school in spite of repeated scoldings and threats from parents, police, and school officials. Miguel hides the stolen bicycles in his back yard. An effective means to deal with this behavior would be to:
    1. Expel Miguel from school.
    2. Put Miguel in charge of a committee to work on preventing bicycle thefts.
    3. Recommend that Miguel have professional counseling.
    4. Get a service club to donate a bicycle for Miguel.

40. Teacher said, "Peter, this is the tenth time I've told you to pick up these books." Peter said, "No, I won't!" With that, the teacher scolded Peter, put him in the corner, and picked up the books.
    1. Teacher demonstrated that the most important thing is to be powerful.
    2. Teacher demonstrated that the next time Peter had better pick up the books when told.
    3. The teacher demonstrated who is boss, and that Peter must do something when told.
    4. The teacher demonstrated that she will not give Peter undue attention.

41. Karen was quietly doing her school work while teacher was visiting with a guest. When Karen began making noise, the teacher asked her to stop and Karen complied. However, in a few minutes teacher had to ask Karen again to be quiet. It appears that Karen's goal is:
    1. Power.
    2. Revenge.
    3. Attention getting.
    4. Assumed disability.

42. Every day Lupe, age nine, holds the class up by walking very slowly and stopping along the way to get drinks. The teacher has tired scolding, but has noticed no improvement. What should the teacher do now?
    1. Appoint one of the good children to see that Lupe gets to the room with the rest of the group.
    2. Walk back to the room with the rest of the class and begin the next activity.
    3. Tell Lupe that the next time the class is held up she will miss recess the next day, and then follow through.
    4. Don't talk about it any more since Lupe already knows that the class has been inconvenienced. Just walk behind so that she can be hurried along without using words.

43. You have a child in class who does not work. You feel that you "do not know what to do" and that "everything has been tried. The child's goal is:
    1. Attention getting
    2. Power.
    3. Revenge.
    4. Assumed disability.

44. Teacher said, "Sammy get ready for arithmetic." A few minutes later she found that he had not begun to get ready and said, "Get ready for arithmetic, right now!" Sammy said, "uh-huh," but continued to dawdle. Determined to make him mind, teacher took him by the arm and got out his arithmetic. It appears that Sammy's goal is:
    1. Simple attention getting.
    2. Power with revenge.
    3. Power.
    4. Violent passivity.

45. Darlene was the best student in the class. She always had her papers done neatly and on time. When the new boy, Ralph, finished first several days in a row, Darlene began to turn in sloppy, inaccurate papers. What is the best explanation of Darlene's behavior?
    1. Darlene has changed from constructive to destructive behavior with regard to the papers.
    2. Darlene is seeking the teacher's approval and has chosen this method to gain attention.
    3. Darlene is seeking a way of demonstrating power.
    4. Darlene's high academic achievement were motivated by social interest.

46. Cathy, first grade, would not do a simple worksheet. She just sat and dawdled. When the teacher asked how she was doing, Cathy replied she couldn't do it and looked at the teacher helplessly. What might the teacher do?
    1. Assign one of the bright children in the class to help Cathy with her worksheet.
    2. Ignore Cathy's comment and continue helping other children in the room.
    3. Understand that Cathy needs special attention and help her with the worksheet.
    4. Comment on how well she had written her name and help her with the first example.

47. Mrs. Jones came to school and asked the teacher to send daily homework assignments with Barry so that he could receive extra help at home. What could the teacher do?
    1. Send daily homework assignments as the parent requested.
    2. Inform the parent that sending homework is against school policy.
    3. Discuss with the parent alternative ways of developing responsibility.
    4. Ask Barry if he would like to take extra assignments home.

48. The teacher has discovered Brian stealing lunches. The most appropriate way to confront Brian would be:
    1. "Brian, I know you have been stealing lunches. Please return them to their owners."
    2. "Brian, why did you steal the lunches?"
    3. "Brian, you know better than to steal lunches. Don't let it happen again."
    4. "Brian, will you return the lunches now or in five minutes?"

49. Howard, age 12, does not turn in assignments on time. What recommendations could make to the classroom teacher concerning this behavior?
    1. Make an example of him before the group, pointing out that when Howard's older brother was in class you never had this trouble.
    2. With the class, discuss the merits of being on time with work assignments, the value this will have in the future, and mention that all late papers will be thrown away.
    3. Pick up all papers at the assigned time without comment. Also without comment, grade only the work that is completed.

4. Each time Howard does not finish assignments on time, ask him to stay after school.

50. Max, a sixth grade student, disturbs the class by being noisy, leaving his desk, and being silly. What recommendations could you make to the teacher concerning Max's behavior?
    1. Have the teacher privately talk with Max. This will assure him that the teacher understands the causes of misbehavior. Later discuss the problem with the class and enlist their cooperation in ignoring the behavior.
    2. Have the teacher privately talk with Max about how often he wishes to be noticed. Once this has been decided, the teacher recognizes Max only the agreed number of times.
    3. Privately tell Max that she can no longer tolerate provocative behavior and will immediately send him to the office the next time there is misbehavior.
    4. Have the teacher discuss with the class the rules of proper classroom behavior. After the discussion announce that everyone disturbing the class will be made to stay after school.

QUESTIONS FOR FINAL EVALUATION OF STUDY GROUP EFFECTIVENESS

1. What is your overall impression of the value to you of this group study?

   _____Excellent _____Good _____Fair

2. In what ways have you found your family living has changed?

3. What aggravated or disappointed you about the session?

4. What suggestions do you have for improvement of future groups?

5. Would you be interested in participating in another group in the future (repeat or follow-up)? If so, indicate here a desire to be contacted.

6. I am an interested parent. _____ (yes or no)

7. I am an interested teacher. _____ (yes or no)

8. Would you recommend this group study idea to others?

9. Were the basic materials used adequate?

10. Any other thoughts or suggestions?

PRINCIPAL'S EVALUATION OF TEACHER STUDY GROUP

1. Did you observe a change in classroom behavior of teachers who have been in the Teacher Study Group? Would you elaborate or give examples?

2. Have you observed that the staff (who participated in the Teacher Study Group) are more or less cooperative and communicative in working with each other? In what ways?

3. Do Teacher Study Group participants show more or less self-confidence in how they handle classroom behavior situations? Please explain.

4. Have the teachers involved in the Teacher Study Group developed more or less positive relationships with the parents of children in their classroom? If so - How?

5. Have teachers referred children to you for disciplinary action more or less frequently than before the Teacher Study Groups?

6. Have teachers referred students to you for commendation more or less frequently than before the Teacher Study Groups?

7. Some of the following activities were discussed and tried by participants?

    1. Class Meetings
    2. Letters of Encouragement
    3. Consultation with students re: Family Constellation
    4. Use of Logical Consequences

To what extent are these activities being continued?

8. What suggestions would you make to other principals regarding encouraging teachers to participate in the Teacher Study Group and how they might find the groups useful?

9. From your contact with, or observation of, the Teacher Study Group, what suggestions would you make toward improving this program?

STUDY GROUP PACKET AND
OUTLINE

DISCUSSION OUTLINE FOR "CHILDREN" THE CHALLENGE" - ELK GROVE PARENT STUDY GROUPS

Wk.	Chapters	Handouts	Homework
	Organize group & get acquainted Introduction for Participants Family Constellation Mt. Pleasant tape (40 min.)	Introduction for Participants Discussion Outline Family Constellation	Read for Foreword
2	1 - Our Present Dilemma 2 - Understanding the Child 13 - Time for Training 35 - Have Fun Together	Run-Away Day ABC's Before - After	Observe another family constellation
3	3 - Encouragement 31 - Listen 32 - Watch Your Tone of Voice	Why Not Praise (Encouragement Packet) Rules of Thumb	Observe your family atmosphere regarding "Our Present Dilemma" (don't try to correc anything yet!)
4	5 - Punishment & Reward 6 - Natural & Logical Consequences	Logical Consequences	Use a consequence
5	4 - Mistaken Goals 15 - Avoid Undue Attention	Mistaken Goal Chart	Look for specific goal of misbehavior
6	16 - Sidestep The Power Struggle 17 - Withdraw From Conflict 18 - Action, Not Words 21 - Do The Unexpected 24 - Stay Out of Fights		
7	- Make Requests Reasonable & Sparse 38 - Talk With Them, Not To Them 39 - Family Council	Family Council Handouts	Have a Family Council
8	7 - Be Firm Not Dominating 11 - Eliminate Criticism 20 - Courage to Say "No" 29 - Be Consistent	How To Ruin Your Child Ten Commandments Making Family Life Satisfying	Minimize mistakes
9	8 - Show Respect For Your Child 9 - Respect for Order 10 - Respect For Rights of Others 12 - Maintain Routine 14 - Win Cooperation	Give Me a Job Towel On The Floor Memorandum From Your Child	Try a new method of winning cooperation
10	19 - Don't Shoo Flies 22 - Refrain from Overprotection 23 - Stimulate Independence 25 - Unimpressed by Fears 27 - Don't Feel Sorry		Refrain from doing for your child what he can do for himself (i.e., - Make his own bed or lunch - don't wait on him!)
11	26 - Mind Your Own Business 30 - All In The Same Boat - Take It Easy 34 - Downgrade Bad Habits 36 & 37 - TV/Religion	My Neighbor	RELAX
12	Tape - Courage To Be Imperfect (40 min.)	Courage to Be Imperfect Final Evaluation List of Supplemental Reading	Keep Practicing and enjoy your family life!

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

INTRODUCTION FOR PARTICIPANTS IN PARENT STUDY GROUPS

Parent Study Groups, using the book Children: The Challenge by Dr. Rudolf Dreikurs and Vicki Soltz, provide a self-help method by which lay parents can work together cooperatively to increase their effectiveness as parents.

What is the purpose of Parent Study Groups?

The purpose of the study group is for small groups of parents to get together to read and learn through discussion some common sense ideas for developing a cooperative and harmonious family atmosphere. The book offers a philosophy of child rearing and family living appropriate to a democratic society. It teaches a logical discipline of cooperation and mutual respect, rather than an autocratic atmosphere dictated by any one member of the family.

What are the advantages of group study?

In group discussion we are stimulated to re-examine our traditional methods of child raising, to share our ideas with each other, and to learn new techniques that will be helpful in establishing a rewarding relationship with our children. Members feel motivated to try a new approach, because they know others are interested in their results. They find that other members share similar problems, and all are working to increase their family happiness.

What sort of parents join a study group?

Parents desiring to work more effectively with their children, parents looking for more harmony and cooperation in their families, parents feeling harried, even defeated, and wanting to cope better are parents who find study groups helpful.

What do parents actually learn?

Parents learn to better understand the motivations of their children and to improve their relationships with them; they learn how not to be outwitted by their children; they learn how to give meaningful responsibility to children, and how to develop effective ways of improving communication and mutual respect.

Couldn't a parent just read the book?

Yes. But the probabilities of significant and lasting behavior changes in the family would be low. Usually, parents who read the book find that it makes sense and often think they ought to apply some of the new concepts. However, without some support, it is difficult for most people to try a different approach.

What if only one parent joins?

It is desirable for both parents to join, but it is not necessary and would be unrealistic to expect it always. One parent can effect constructive and beneficial changes.

It is not uncommon for an enthusiastic parent to want her/his spouse to accept the new ideas discussed in the group, however, the participating parent will

find that the spouse will be more cooperative when seeing the principles effectively applied, rather than talked about.

Who are the leaders?

Parent study group leaders are laymen, like yourselves. They have attended parent study groups and leader's meetings, but they are unpaid volunteers who have taken the initiative in seeing that parent study groups continue. They pretend to no superior knowledge of the book. The book is the expert. If they seem to understand the material a little better, it's only because they started thinking about it sooner. You come to the group to talk about ideas presented in the book. The leaders will be counting on you for your contributions and your opinions about the authors' ideas. This is your group. It will be a stimulating and enjoyable experience just in proportion to the interest and energies you contribute to it.

Is this a form of therapy?

No. These groups do not perform psychiatric functions. The work is toward education and re-education for parenthood. In the foreword of Children: The Challenge, Dr. Dreikurs stated; "We are not teaching parents psychology, but rather we are attempting to present to them practical steps in a new direction."

Children: The Challenge represents a lifetime of experiences with children - their problems, their delights, their challenges, as observed by one of America's most important child psychiatrists, Dr. Rudolf Dreikurs.

Adapted by Elk Grove Parent Study Group Leaders from materials prepared by ASHR-Bellingham, Washington and by OSIP-Corvallis, Oregon.

Excerpts from Children: The Challenge by Dreikurs and Soltz.

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

DISCUSSION QUESTIONS FOR CHILDREN: THE CHALLENGE

(In order of revised outline)

Ch. 1 - "Our Present Dilemma"

As you view the problems today, do you agree with the authors?
Is there any difference between the way you were raised and the way you are raising your children? Why?
What kind of children would you like to raise? (Independent, etc.)
What are the new principles of child raising, according to the authors, that should replace the obsolete methods? (order with freedom)
Discuss - The authors' ideas on freedom - equality.

Ch. 2 - "Understanding the Child"

What do you think about the statement "All human behavior has a purpose and is a movement toward a goal"?
What is the child's basic goal?
After having read the Family Constellation hand-out, discuss how this information can be helpful to us as parents.
Is it important that we understand how a child sees himself, and why?
What are some of the possibilities that would alter how a child fits into the family constellation?
Points to remember:
"Competition between children is expressed by their fundamental differences in interest and personality."
It's not so important if the first child fits the first child characteristics, but that the first and second will be different.
"Each child influences as much as he is influenced."
"The strength of one is the weakness of the other."
"...it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it."

Ch. 13 - "Take Time for Training"

Why is training time important?
What attitudes and atmosphere should be maintained during training time, phrases used, etc., and for what situations do we need to train?
How is the youngest child usually affected regarding training?

Ch. 35 - "Have Fun Together"

What are some factors that make "having fun together" as a family important, especially for today's parents?
What can be gained by having fun together, and how do you have fun with your children?

Ch. 3 - "Encouragement"

What do the authors mean by "a misbehaving child is a discouraged child?"
Why should we all have the "Courage to be Imperfect"?
How do we discourage our children? Give examples of: comparing children, over-protection, criticism, humiliation, praise, over-ambition.

Ch. 3 - "Encouragement" (Continued)

What are some ways we can encourage our children? and why?
What is the difference between encouragement and praise (deed and doer)?
What are some ways over-ambition and perfection are expressed by children?
Points to remember?
"A bruised knee will mend; bruised courage may last a lifetime."
First, most important demand on a human being is to become self-reliant.
Accept a child as he is--not as we want him to be.
As a plant needs water.
"Cannot build on weakness, only on strength."
"Work for improvement, not perfection."

Ch. 31 -"Listen"

Why is it important that we really "listen" to our children? What can we gain by listening? Does the child's tone of voice tell you something?
Is there a communication gap between parents and children? If so, who is responsible?
Explain what a child means when he says, "I don't care" or "I hate you".
Is it important, once you have sought a child's advice, to accept it without criticizing it? Do you feel free to consult your child?
Do you feel that your children are less dependable than you were at that age?

Ch. 32 - "Watch Your Tone of Voice"

Why is it important that we watch our tone of voice when talking with children?
What makes the biggest impression - our tone of voice or what we are saying?
Does our tone of voice invite our child to misbehave?
At what age do you think a child notices the tonal quality of voices?
Do we show disrespect for our children by the way we talk to them?
Point to remember?
"If we speak to our children as friends on equal footing with us, we keep the doors of communication open."

Ch. 5 - "Punishment and Reward"

What are some of the reasons not to use punishment?
If punishment is not the answer, how can we direct our children toward the correct behavior?
What attitudes are brought about by the use of reward or bribes?
How could allowances be handled so that the child doesn't see it as a reward?

Ch. 6 - "Use of Natural and Logical Consequences"

What is the difference between natural and logical consequences? (Discuss hand-out for clear understanding)
Why are logical consequences difficult for most of us to use?
When should consequences be used with caution?
If we respect the child's right to choose what he'll do, isn't this abdicating?
What is the difference between consequences and punishment?

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Ch. 6 - "Use of Natural and Logical Consequences" (Continued)

Points to remember:
"Natural consequences represent the pressure of reality without any specific action by parents and are always effective."

Refer to "Specific Situations" on hand-out for discussion.

Ch. 4 - "The Child's Mistaken Goals"

What are the four mistaken goals? Define. See Handout.
What is the child saying (with his misbehavior) in each goal. See Handout.
How does the parent feel in each case; how do you recognize each goal?
What is the difference between due and undue attention? Why is this a "mistaken" goal?
How can you tell the difference between undue attention and power?
What can parents do with this understanding in order to re-direct the child's misbehavior?
Points to remember:
The child is unaware of his purpose for misbehaving.
Parents should not tell the child his goal.
The four goals are more obvious in younger children.
The solution to our problems cannot always be found immediately.
No child is ever worthless.

Ch. 15 - "Avoid Giving Undue Attention"

How does the child who demands constant attention feel about himself?
How might you help to change this self-image?
For what purpose are "good" children good?
Point to remember:
Whenever we stop responding to a child's undue demands for attention, we must be sure to notice him when he is cooperating.

Ch. 16 - "Sidestep the Struggle for Power"

Discuss differences in attitudes toward power of today's children and that of a generation before.
Explain what parents and children are saying to each other in a power struggle.
How can a parent tell when he is in a power contest?
Discuss the differences of attitudes in an autocratic and a democratic society.
What is the best rule for getting out of a power struggle?
Point to remember:
"Learn to listen to what children have to say instead of ordering them to do what we want them to do."

Ch. 17 - "Withdraw from the Conflict"

What is the most common goal of misbehavior in a conflict situation?
What are some of the methods for handling it?
Discuss the advantages of withdrawing from conflict. Is this the same as giving in or letting the child have his own way?
What should be remembered when using this technique?
What does the statement mean. "Training must be aimed at the base of the problem, rather than the surface."

Discussion Questions --- Children: The Challenge

Ch. 18 - "Action! Not Words"

Does "reasoning with the child" at a time of conflict work? and why?
What is meant by "mother deaf" and why does it occur?
What is a good motto to remember in all conflict situations?
What are two forms of action that do not express hostility?
In order for a parent to show respect for a child in a conflict situation, what must he do?

Ch. 21 - "Avoid that First Impulse: Do the Unexpected"

What impulse needs the most guarding against?
What is the disadvantage of responding with a first impulse?
What does the child gain who provokes unpleasant reactions?
Suggest unexpected responses you could make to repeated annoying behavior.
Points to remember:
"Think before you talk!"
"Knowing what not to do is a great help in determing what should be done."

Ch. 24 - "Stay out of Fights!"

Why do your children fight, and how do you settle who fights?
How can we determine the purpose behind children's fighting?
What do we deprive our child of when we arrange relationships for him?

Ch. 28 - "Make Requests Reasonable and Sparse"

What constitutes a reasonable request?
What is the difference between demands and requests?
What danger lies in being a person who complies with all requests --- reasonable and unreasonable?

Ch. 38 - "Talk With Them, Not To Them"

What is the difference between talking to a child and talking with him?
When a child has an idea with which we disagree, how can this be handled?
How can we keep the doors of communication open with our children?

Ch. 39 - "Family Council"

Discuss what a family council is and its importance.
What are some things that should be avoided in a family council?
What are some helpful phrases that can be used when discussing specific problem situations at the meeting?
How can you start a family council and what might you do at the first meeting?
Points to remember:
It is important that the emphasis be on what "we" can do, not on what one person should do.
Equal voice for each member.

Ch. 7 - "Be Firm Without Dominating"

What is the difference between dominance and firmness?
When should we be firm? And why?
What do we teach our children when we are lenient sometimes and "violent" at others?

Discussion Questions -- Children: The Challenge

Ch. 7 - "Be Firm Without Dominating" (continued)

Points to remember:
Give young child choices, i.e., "wash your hands in hot or cold water?"
"Good" mother - assumes role of slave.

Ch. 11 - "Eliminate Criticism and Minimize Mistakes"

What is the difference in the response of a child to criticism and to encouragement
How can we turn a mistake into a positive learning situation?
The authors feel that our culture is "mistake centered". How do you feel about this? Discuss.
"We must have the courage to be imperfect", (and allow our children the same right). Discuss.
What can we do to minimize a child's mistaken self-concept, such as shyness?
Why is it important to separate the deed from the doer?
Points to remember:
Refer to Goal Chart to find purpose of behavior, (i.e., crybaby, scatter-brain, etc.)
"Feed [illegible] lawn enough and you crowd out the weeds."
"Have faith and confidence in the child as he is, not as the parents hope he will be!"
"We cannot build on weakness--only strength."
"Making a mistake is not nearly as important as what we do about it afterward."

Ch. 20 - "Use Care in Pleasing: Have the Courage to Say 'No'"

Why do parents have difficulty in saying "no"?
Is there anything wrong with giving a child everything he wants? Why?
Under what circumstances should a parent say no?
What is the mistake in being concerned with "what people think"?
Do children need and want limits? Why?
Should children experience frustrations? Why?
Point to remember:
Our children need rules and parents that can reinforce them.

Ch. 29 - "Follow Through - Be Consistent"

Must children be allowed to make mistakes?
Under what conditions is it most difficult to be consistent and follow through?
What attitude should be developed if we expect children to assume responsibility?
What does being consistent accomplish?
How does consistency provide security?

Ch. 8 - "Show Respect for the Child"

What do you think about the authors' statement: "Democratic living is based on mutual respect."
In showing mutual respect, won't we be letting the child have his own way?
What is meant by "rights", and what "rights" do our children have?
Point to remember:
Treat our children the way we treat our friends.

Ch. 9 - "Induce Respect for Order"

What is a common complaint of parents today? Is this a form of rebellion?

Discussion Questions -- Children: The Challenge

Ch. 9 - "Induce Respect for Order" (continued)

How can we induce respect for order?
"Children need to experience order as a part of freedom. Discuss.
In teaching respect for order, what are three things to remember?
In most cases of gross disrespect for order, what is the basic problem?
Points to remember:
"Imagination is an aide to us in finding ways to avoid forcing children to obey."
"Children will not learn respect for order if shielded from the results of disorder."

Ch. 10 - "Induce Respect for the Rights of Others"

How can a parent determine the difference between being a dictator and demanding one's own rights?
Parents have a right to see friends without interruption from children. How can this be handled?

Ch. 12 - "Maintain Routine"

Why do children need routine, and what goals does this help parents achieve?
Can summer vacations be fun for the whole family, and if so, how?
What problems in family living could be solved by establishing a routine?

Ch. 14 - "Win Cooperation"

What is meant by the word "cooperation", and how it is different from the past?
What methods can be used to stimulate cooperation?

Ch. 19 - "Don't Shoo Flies"

What does it mean to "shoo flies"?
What are we teaching our children when shooing flies?
As parents, how can we deal effectively with annoying habits?
What do the authors mean by: "If we want to influence a change in our child's behavior, we need to watch our own." What does our behavior have to do with that of the child?
Point to remember:
Action, not words!

Ch. 22 - "Refrain from Overprotection"

Is concern for a child and overprotection the same thing? Why should we act as "sieves" instead of overprotecting?
Discuss some of the reasons for the overprotective attitude of some parents.
What is the source of trouble in a "spoiled brat"? How can this be avoided?
How should we treat a child with a disability?
At what age should we begin letting our children solve their own problems?
How does overprotection by parents lead to the fourth goal of helplessness?
Point to remember:
"We cannot protect our children from life."

Ch. 23 - "Stimulate Independence"

"Never do for a child what he can do for himself." Why is this important, and what might happen if we do not follow this rule?

Discussion Questions -- Children: The Challenge

Ch. 23 - "Stimulate Independence" (continued)

Are there signs which should show us that a child is seeking independence?
When and how should we do things for children?
What would be the hidden purpose of the child who is "Helpless"? How can independence be taught?
What mistaken parental attitude leads us to over-help our children?

Ch. 25 - "Be Unimpressed by Fears"

For what purpose can children use fear?
What is the difference between caution and fear?
How can we help a child learn to handle fear?

Ch. 27 - "Don't Feel Sorry"

"Disappointments are a part of life." What attitude is necessary to help children cope with them?
What assets do we build in our children when we let them experience disappointments?
...ity and sympathy. Explain the difference.
Point to remember:
"We cannot protect our children from life."

Ch. 26 - "Mind Your Own Business"

"Individual relationships between two people belong to the two involved." What are your feelings on this statement in regards to your children?
How is it possible to control a child's environment, and what are the disadvantages if it were possible?
In what way are consequences effective in regard to a child's studies?
What is a child's allowance for, and how should it be handled?
How does "mind your own business" relate to children fighting?

Ch. 30 - "Put Them All in the Same Boat"

What is meant by "alliances" among children of a family? What happens when we deal with each child individually after misbehaving?
Why is it hard for parents to treat children in a family as a unit?
Discuss "teeter-totter" action.
Discuss competition among children and why is it ill-advised?
For what purpose do children usually express jealousy?
Point to remember:
In discussing the above ideas, keep in mind the Mistaken Goals.

Ch. 33 - "Take It Easy"

What problems are involved if we try to be "fair" with our children in every instance?
How might overconcern by parents induce a power struggle? When can we deal with a problem?
How can we best handle the emotion of jealousy?
Discuss the tension we create in our children through our concern for success.
List some parental attitudes which induce overconcern and which could be corrected by taking it easy.

Discussion Questions -- Children: The Challenge

Ch. 33 - "Take It Easy"

Point to remember:
"If we know what to do and what not to do when our children misbehave, our confience that we can be effective makes it possible for us to take it easy and enjoy our children."

Ch. 34 - "Downgrade 'Bad' Habits"

What usually happens when we try to stop a bad habit in a child?
What might be the purpose of a "bad" habit such as bed wetting, thumb sucking, swearing, etc. Discuss specific situations referring to possible goals.
What can we do to help a child give up a bad habit?
Point to remember:
"Once we extricate ourselves from our own discouragement, our faith and confidence in the child can provide additional stimulus for him."

Ch. 36 - "Meet the Challenge of T.V."

If T.V. is a problem in your home, how could you handle it?

Adopted from "Discussion Promoting Questions" by Vicki Soltz and materials by Parent Study Groups, Corvallis Oregon.
Questions Revision Committee, Elk Grove Unified School District Study Group Leaders.

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

THE CHARACTERISTICS OF THE FAMILY CONSTELLATION

In this study we shall be concerned with the child's experiences in the family. His opportunities and barriers, challenges and expectations, ambitions and frustrations are strongly influenced by his position in the birth order of the family. An insight into these dynamic forces can aid the parents or adults in taking a more effective course of action.

Of greatest concern in this relationship is the impact of the family upon the personality of the child. These experiences in the family are the most important determinants for his frame of reference for perceiving, interpreting, and evaluating his world outside the family. The knowledge, habits, and skills which he acquires in the home largely determine his capacity for dealing with outside situations.

A basic assumption is made that personality and character traits are expressions of movement within the family group. This is in contrast to other assumptions which attribute the main development to heredity, psych-sexual development, general individual development principles, or strictly environmental stimulations. The concept of the family constellation as a dynamic explanation, sees the development not so much the result of factors which converge on the child, but that of his own interpretation and related interaction. He influences the group and other members of the family as much as he is influenced by them, and in many cases even more so. His own concepts force them to treat him the way he expects to be treated. Each child in his early relationships to other members of the family establishes his own approaches to others in his effort to gain a place in the group. All his strivings are directed towards a feeling of security - a feeling of belonging - that the difficulties of life will be overcome and that he will emerge safely and victoriously. Dreikurs states that "He trains those qualities by which he hopes to achieve significance or even a degree of power and superiority in the family constellation."

Human beings react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons.

1. With the birth of each child, the situation changes.
2. Parents are older and more experienced.
3. Parents may be more prosperous and own home.
4. Parents may have moved to another neighborhood.
5. Possibility of step-parent - due to divorce or death.

Other possibilities or factors which affect the child's place within the family group are: a sickly or crippled child, a child born just before or after the death of another, an only boy among all girls, an only girl among all boys, some obvious physical characteristic, an older person living in the home, or the favoritism of parents toward a child. Adler states that "the dangers of favoritism can hardly be too dramatically put. Almost every discouragement in childhood springs from the feeling that someone else is preferred. Where boys are preferred to girls, inferiority feelings amongst girls are inevitable. Children are very sensitive and even a good child can take an entirely wrong direction in life through the suspicion that others are preferred."

THE CHARACTERISTICS OF THE FAMILY CONSTELLATION - (continued)

Adler taught that in the life-pattern of every child there is the imprint of his position in the family with its definite characteristics. He pointed out that it is just upon this one fact - the child's place in the family constellation - that much of his future attitude towards life depends.

THE ONLY CHILD

The only child has a decidedly different start in life as he spends his entire childhood among persons who are more proficient. He may try to develop skills and areas that will gain approval of the adult world or he may solicit their sympathy by being shy, timid or helpless.

1. Usually is a pampered child.
2. If boy, sometimes feels that his father is his rival in gaining attention from mother.
3. Enjoys his position as the center of interest.
4. Usually is interested only in himself.
5. Sometimes has a feeling of insecurity due to the anxiety of his parents.
6. Usually was not taught to gain things by own effort; merely to [illegible].
7. [illegible] the environment, he may feel unfairly treated and refuse to cooperate.

THE FIRST CHILD

The first child has a threatened position in life; his being the oldest should entitle him to the favored spot and frequently does. However, he may become discouraged upon the birth of the second child and refuse to accept responsibility.

1. Is an only child for a period of time and has, therefore, been the center of interest.
2. Has to be first [illegible] and holding superiority over the [illegible].
3. Becomes a "de-throned" child with the birth of the second child. (Sometimes feels unloved and neglected. He usually strives to keep or to regain his mother's attention by positive deeds; when this fails, he quite often switches to the useless side and may become obnoxious. If his mother fights back, the child may become a problem child.)
4. Could develop a good, competent behavior pattern or become extremely discouraged.
5. Sometimes strives to protect and help others in his struggle to keep the upper hand.
6. Sometimes says he really hates the second child.
7. If the first child is a boy followed by a sister -- within a short time:
   a. Personal conflict may become a pattern of sexual discord.
   b. Girls develop faster than boys during one to seventeen and press closely on the heels of the first child.
   c. The boy usually tries to assert himself because of social preference for boys and may take advantage of his masculine role.
   d. The girl may develop a feeling of inferiority and pushes on.

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THE SECOND CHILD

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and feels as though he is under constant pressure.

1. Never has his parents undivided attention.
2. Always has in front of him another child who is more advanced.
3. Feels that the first child cannot be beaten which disputes his claim of equality.
4. Often acts as though he were in a race. Hyperactive and pushy.
5. If the first child is successful the second is more likely to feel uncertain of self and his abilities.
6. Usually is the opposite of the first child. (If the first child is dependable and "good" - the second may become undependable and "bad".)
7. Becomes a "squeezed child" whenever a third child is born.

THE YOUNGEST CHILD

The youngest child has quite a peculiar place in the family constellation and may become a "speeder" because he is outdistanced and may become the most successful; or he may become discouraged and have inferior feelings.

1. Is often like an only child.
2. Usually has things done for him -- decisions made, and responsibility taken.
3. Usually is spoiled by the family.
4. Finds himself in an embarrassing position - is usually the smallest, the weakest and above all - not taken seriously.
5. May become the "boss" in the family.
6. Either attempts to excel his brothers and sisters or evades the direct struggle for superiority.
7. May retain the baby role, and place others in his service.
8. Often allies with the first child as being different from the rest.

THE MIDDLE CHILD OF THREE

The middle child of three has an uncertain place in the family group - and may feel neglected. He discovers that he has not the privileges of the youngest nor the rights of an older child.

1. May feel unloved and abused.
2. Becomes a "squeezed child" whenever a third child is born.
3. May hold the conviction that people are unfair to him.
4. May be unable to find his place in the group.
5. May become extremely discouraged -- and more prone to become a "problem child".

MIDDLE CHILDREN - LARGE FAMILY

Children who come in the middle of a family usually develop a more stable character, and the conflict between the children tends to be less fierce. In other words, the larger the family the less conflict and strife among the children.

GENERALIZATIONS

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special. "As each member strives for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may be the leader, the active and powerful protector, while the other may lean and get support by weakness and frailty. These are cases where strong competition did not prevent a mutual agreement, but rather permitted each to feel secure in his personal method of compensatory striving."

If there is quite a number of years between the birth of children, each child will have some of the characteristics of any only child. Perhaps there will be two families - one set of children, then a space of years, then another set. Whatever combination may first exist, with the space of years the situation changes and shifts, but basically the above characteristics remain the same.

The development of an only girl among boys or of any only boy among girls presents a ticklish problem. Both usually tend to go to extremes - either in a feminine direction or masculine role. In most cases, both would be somewhat isolated and have mixed feelings and emotions. Whichever role seems to be the most advantageous will be the one adopted.

"Every difficulty of development is caused by rivalry and lack of cooperation in the family. If we look around at our social life and ask why rivalry and competition is its most obvious aspect - indeed, not only at our social life but at our whole world - then we must recognize that people everywhere are pursuing the goal of being conqueror, of overcoming and surpassing others. This goal is the result of training in early childhood, of the rivalries and competitive striving of children, who have not felt themselves an equal part of their whole family."

From the moment of birth the child acts, thinks, and feels in response to his world in accordance with how he experiences or perceives his world - to him - reality. What actually happens to the individual is not as important as how he interprets the situation. With this in mind, we must remember that it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it.

A paper contributed to the Oregon Society of Individual Psychology, January, 1964, by Mrs. Floy Pepper, Portland, Oregon.

THE RUN AWAY DAY

by Lillian Moore

A TELL-ME STORY to be read by the parent for the plot and then told to the child in the parent's own words.

Busy-body Blue Jay sat on his favorite long branch of his favorite tall tree and looked around at the world. "Squawk! Squawk!" said Blue Jay to himself. "What a quiet day. Isn't anybody doing anything?"

"That's an awfully little someone," thought Blue Jay. "Whoever can it be?"

The little one came closer. "Squawk! Squawk! Land sakes alive!" said Blue Jay. "If it isn't Little Badger! Whatever is he doing out at this time of day, and so far from home!"

It was Little Badger. And he was a long way from home. He was carrying a stick over his shoulder, and on the end of the stick was his handkerchief, all tied up like a bag to hold things.

"Hello, Little Badger," Blue Jay called down. "Aren't you out rather late?"

"Yes, I am!" said the Badger. He sounded angry.

"And aren't you rather far from home?"

"Yes, I am!" said the Badger. He sounded very angry.

Well, you know Busy-body Blue Jay. He just had to know!

"What's the matter, Little Badger?" he asked. "Is something wrong?"

"I'm running away from home!" said Little Badger. "That's what's the matter."

"Imagine that!" said Blue Jay in surprise. "And where are you going, may I ask?"

"I'm going to find another family," said the angry little badger. "I'm not going to be the littlest one any more. No sir! I'm going to find a family where I can be the oldest one!"

"Oh, I see," said Blue Jay, although he didn't see at all what Little Badger meant. However, if there was anything Blue Jay loved more than minding someone else's business, it was giving someone advice. So he said, "There's a good place to camp near by. It's getting late, and you want a good start in the morning, don't you?"

Badger thanked Busy-body Blue Jay and went off to make camp.

Blue Jay sat on his favorite long branch of his favorite tree and looked around again at the world. It wasn't long before he saw someone else coming down the road.

"Whoever can that be?" thought Blue Jay. "He isn't very big, either."

It was Little Skunk.

"Hello, Little Skunk," Blue Jay called down to him. "Whatever are you doing way over here on my road so late in the day?"

THE RUN AWAY DAY

"I'm running away from home," said the skunk. "That's what I'm doing!"

Blue Jay was so surprised he almost fell off his perch. "Another one," he thought.

"Think of that!" he said aloud. "Are you by any chance looking for a new family?"

"I certainly am!" said Little Skunk and he was quite excited. "I certainly am!"

"I know," said Blue Jay, feeling very clever. "You want to find a family where you can be the oldest one. Isn't that right?"

"The oldest one!" cried Little Skunk, getting even more excited. "I should say not! That's what I am now. No sir. I'm looking for a family where I can be the littlest one, and have all the fun. My mother doesn't have any time for me at all!"

Poor Blue Jay. He was quite mixed up. He told Little Skunk about the good place to camp. Then he sat in the tree trying to figure things out.

Blue Jay didn't get very much figured out, for soon he saw someone else coming down the road! This time it was Little Raccoon.

"Hello, Little Raccoon," called out Blue Jay. "And where are you running to this time of day?"

"I don't know where I'm running to," said the little raccoon, and he sounded quite unhappy. "But I know where I'm running away from, and that's my home."

Blue Jay shook his head. "This is just about the runningest away day I've ever seen" he said. "Tell me this. Are you looking for a family where you'll be the oldest one, or are you looking for a family where you'll be the littlest one?"

"I don't care which it is," said Little Raccoon sadly. "Just so I don't have to be the middle one!"

Poor Blue Jay! He was so mixed up now that he didn't know what to think. Perhaps if he could see the runaways all together, he could figure it out.

"Come with me, Little Raccoon," said Blue Jay. "I'll show you a good place to camp for the night."

The raccoon followed Blue Jay to the clearing by the Brook. There they found Little Badger and Little Skunk.

"I've brought you a friend," said Blue Jay. "He's running away, too." Blue Jay hopped onto the tree nearest the badger. "Tell me, Little Badger," he said, "did you say you were running away because you were the littlest?"

"That's right," said Badger.

Little Skunk looked at the badger in great surprise. "That's silly!" he said. "Imagine running away because you're the littlest. Why, that's the best to be!"

"It is not!" cried Little Badger. "My big brothers have all the fun. They won't let me play with them because I'm too little. Oh, no, the oldest have the most fun!"

"Well, I'm the oldest!" cried the little skunk angrily. "And I know the littlest one has the best time. I have to do everything around the house because I'm the oldest. The littlest one just sits on my mother's lap."

"Well," cried Little Badger. "Aren't you the one who gets to go hunting because you're the oldest?"

"Is that so?" said the skunk, madder than ever. "And doesn't your mother make the most fuss over you because you're little?"

Then the Little Raccoon spoke up. "I think you're both silly," he said crossly. "It's good to be the oldest or the youngest. But if you're in the middle you can't do anything! You're too big to sit on Mommy's lap and you're too little to go hunting."

"That's not so," cried the skunk. "My middle brother has more fun than I do. He doesn't have to work and I do because I'm big."

"And my middle sister can have lots more fun than I can," said the badger. "She doesn't have to stay home all the time the way I do, because she's not little. It's not fair!"

Blue Jay kept hopping back and forth, back and forth, trying to hear everything. At last he sat still and looked down at the little animals.

Then he said slowly, "It seems as if everybody has to be somewhere in the family."

The animals nodded their heads.

"And," Blue Jay went on, "it seems as if it's good and bad no matter where you are."

The animals looked at each other, but they said nothing.

"Well, then, good night!" said Blue Jay, and he hopped back to his favorite branch and tucked his mixed up head under his wing. But he didn't go to sleep. Oh, no. One beady eye was watching the path down below.

At that moment Blue Jay saw someone come tippy-toe out of the clearing by the brook.

It was Little Badger, with his stick and handkerchief.

"I declare," said Blue Jay to himself. "Little Badger seems to be heading right back home. Right back to being the littlest!"

It was getting darker now, but in a minute Blue Jay saw someone else coming out of the clearing by the brook.

It was Little Skunk. He looked around to make sure no one saw him. Then, lickety-split, he ran all the way up the road to his house.

"Right back to being the oldest!" chuckled Blue Jay.

Then, just before it got really dark, Blue Jay spied Little Raccoon come creeping out of the clearing. He looked around carefully, then he too ran back

the way he had come. Back to being the middle one!

"Well," said Blue Jay, "what started out to be a running away day seems to have turned into a running back day. Whatever kind of a runaway day is that?" Blue Jay asked the world, "When the runaways decided not to run away after all?"

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

THE ABC'S OF GUIDING THE CHILD

By Rudolf R. Dreikurs and Loren Gray

Golden Rule: "Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

Respect, based upon the assumption of equality, is the inalienable right of all human beings. No one should take advantage of another; neither adult nor child should be a slave or tyrant. Adults have an unrecognized prejudice against children, which prevents them from really respecting the child. When adults show respect for the child they consider his opinions, his judgment. Parents and teachers who show respect for the child - while winning his respect for them - teach the child to have faith in himself and others.

Encouragement implies faith in and respect for the child as he is. Don't discourage the child by having too high standards and being over-ambitious for him. A child misbehaves only when he is discouraged and believes he cannot succeed by useful means. A child needs encouragement as a plant needs sunshine and water. When we tell a child he could be better we are really saying he is not good enough as he is.

Children Who "Don't Care" are Displaying a Facade of Courage-Bravado. Many children who seemingly don't care what happens are discouraged about their ability to do what is required. To protect themselves from constant recriminations and punishment, they "don't care" what others think or do. They believe they no longer are able to act properly. Every child wants basically to belong and be accepted in his environment.

Feeling of "Security" is purely subjective and not necessarily related to the actual situation. Security cannot be found from the outside; it is only possible through the feeling of strength. A child, to feel secure, needs:

Courage - "I'm willing to take a chance"
Confidence - "I'll be able to handle it"
Optimism - "Things will turn out all right"

Obviously adults can do much toward influencing children in these directions by setting examples of courage, confidence, and optimism in their daily lives.

Reward and Punishment are outdated. A child soon considers a reward his right and demands a reward for everything. He considers that punishment gives him the right to punish in turn and the retaliation is usually more effective than the punishment inflicted by the parents. Children often retaliate by not eating, fighting, neglecting schoolwork, or otherwise misbehaving in ways that are the most disturbing to parents and teachers.

Natural and Logical Consequences are techniques which allow the child to experience the actual result of his own behavior.

Natural consequences are the direct result of the child's behavior. For example: A child is careless, falls down, hurts his knee. Next time he will be more careful.

Logical consequences, if properly applied, are established by adults, but are a direct and logical - not arbitrarily imposed - consequence of the transgression.

For example: A child is late for dinner. Instead of reminding or punishing, mother has quietly removed his plate. Regardless of his reaction, parents maintain a friendly attitude, based on the assumption that the child was not hungry enough to come when dinner was served.

In both instances the parent allows the child to experience the consequences of his own actions, instead of using personal authority through reminding and punishing. Through these techniques the child is motivated toward proper behavior through his personal experience of the social order in which he lives. Only in moments of real danger is it necessary to protect the child from the consequences of his disturbing behavior.

Natural consequences are always effective. Logical consequences can only be applied if there is no power contest; otherwise they degenerate into punitive retaliation.

Acting Instead of Talking is more effective in conflict situations. Talking provides an opportunity for arguments in which the child can defeat the parent. Usually a child knows very well what is expected of him. Never explain to a child what he already knows and has heard repeatedly. Talking should be restricted to friendly conversations and should not be used as a disciplinary means. For example: If you are driving your car and the children start to quarrel and fight, instead of telling them to be quiet, the parent can pull the car to the curb and simply wait for them to be quiet. If the parent maintains a calm, patient attitude, he can, through quiet action, accomplish positive results. In a similar fashion the teacher can more effectively calm a noisy class by lowering rather than raising her voice.

Withdrawal or Disinvolvement as an Effective Counteraction: Withdrawal (leaving the child and walking into another room) is most effective when the child demands undue attention or tries to involve you in a power contest. He gets no satisfaction in annoying if nobody pays attention, nor will his tantrums work without an audience. Withdrawal is not surrender nor indifference. Beware of overconcern: feeling you must "do something" about every situation. Merely ignoring a disruptive incident in a classroom will sometimes produce the same result. The most effective method of classroom disinvolvement is through the understanding by the entire class group to ignore a child who is attempting to gain attention by misbehaving. Such a child gets no satisfaction from annoying if no one pays any attention nor will his tantrums work without an audience. Withdrawal is not surrender nor indifference. Beware of overconcern, the feeling that you must do something about every situation. Often doing nothing effects wonderful results.

Withdraw from the Provocation but not from the Child. Don't talk in moments of conflict. Give attention and recognition when children behave well, but not when they demand it with disturbing behavior. The less attention the child gets when he disturbs, the more he needs when he is cooperative. You may feel that anger helps get rid of your own tensions, but it does not teach the child what you think he should learn.

Distinguish Between Positive and Negative Attention if you want to influence children's behavior. Positive attention is any action toward the child that is basically friendly. Negative attention is any action that is basically unfriendly (annoyance, anger and the resulting scolding, punishment - see Goals). Children who are discouraged about their ability to behave properly will misbehave in order to gain the adults attention - even though it is negative attention. Feeling unable to gain positive attention and regarding indifference as intolerable, children

resort to activities which get them negative attention. Negative attention is the evidence that they have succeeded in accomplishing their goal.

Children Know What is Right and Wrong, but the knowledge doesn't prevent them from doing what is wrong. If the child gains benefits (negative attention) from his wrong behavior, he will continue it. Parents and teachers find it difficult to understand that children regard negative attention as a benefit. Consequently, they resort to preaching right and wrong to a child who is well aware of the difference.

We Must See the Purpose of a Lie instead of regarding it merely as "bad". Lying, like all human behavior, serves a purpose. Children may lie to avoid punishment, to make themselves feel important, to defy the parents, etc. Most parents condemn and punish children for lying, feeling morally outraged, thereby giving the child the satisfaction which he sought in lying. Unless we become aware of the function of the lie, we can do nothing about it. Preaching is ineffectual and may ultimately convince the child that he is a "liar" and a "bad" person.

Don't Interfere in Children's Fights. By allowing children to resolve their own conflicts they learn to get along better. Many fights are provoked to get the parent or teacher involved, and by separating the children or acting as judge we fall for their provocation, thereby stimulating them to fight more.

Fighting Requires Cooperation. We tend to consider cooperation as inherent in a positive relationship only. When children fight, they are also cooperating in a mutual endeavor. If one does not wish to continue, the fight stops. When adults learn this, they will discontinue punishing the "culprit" and dispensing sympathy to the "victim". Often the younger, weaker child provokes a fight so the parents will act against the older child. When two children fight, they are both participating and are equally responsible.

Take Time for Training and teaching the child essential skills and habits. Don't attempt to train a child in a moment of conflict. Allow for training at calm times, regularly, until the lesson is learned. If many areas need improvement, give attention to one at a time. Limit yourself to what you can do. Those who "do not have time" for such training will have to spend much more time later on correcting the mistakes of an untrained child.

Limit Yourself to What You Can Do. When many areas of conflict exist, parents and teacher often try to correct everything at once. In attempting such an impossible task, they generally threaten or warn children of future punishment or consequences. Often such statements are meaningless since the parent discovers he cannot enforce his words. They will have more success with children if they limit their discipline to areas in which they can enforce rules merely by being firm. For example: If you are unable to keep a child indoors, don't insist that he stay in. If your school has rules against allowing children to loiter in the school hallways, don't try to discipline him by making him stay in the hall.

Avoid Letting Your Own Need for Prestige influence you in training children. For example: If your child knows how to dress, but is sloppy about his personal appearance, avoid the impulse to remind him or straighten his clothes yourself because you are afraid of what others will think of you as a mother. Your own prestige is less important than letting the child learn for himself. As well, as a teacher, if you feel you are making progress in helping a child in your classroom, don't run for cover at the first sign of parental disapproval. Instead, try to persuade the parent to give some time to see how your method will work.

Great Expectation Often Produce Little Results. First distinguish between great

expectations and realistic expectations. Once a child has learned to tie his shoes, he is always expected to tie them. This is a realistic expectation based on the child's demonstrated ability. Great, or high, expectations are based primarily on the parent's desire for excellence in their children. Ambitious, competitive parents demonstrate to their children their high expectations through exacting demands and pressures to "do better". Parental ambitions for children concern any quality the parents deem important; i.e., intellectual achievement, popularity, artistic skill, masulinity, adinfinitum. Such parents want their children to be the best in the area of the parents' choosing. Parents with bright children usually comment, you could do better if you tried, which is tantamount to, "you are not good enough the way you are". Remarks of this nature coupled with parental pressures are usually discouraging in the child who then produces little or no achievement.

Teachers are often no less prone to be overambitious for their students, particularly those who are gifted. All to frequently the contributions of gifted children are inhibited by too much teacher pressure to "achieve up to your potential" (which means get grades equal or better than the test scores). On the other extreme too much individual attention and segregation into classes of only their own kind, serves to make such children feel they are superior and "special", and therefore need not pay much attention to, or cooperate with, their less gifted schoolmates. As a result their social interest becomes so inhibited that they fail to make the contribution to society that their ability may warrant.

Competition Means "I give up where you succeed - I move into areas where you fail." Each child wants an individual place and recognition in his family. If brother or sister has established an area of success in ability or personality, the other sibling will differ in an attempt to be unique, feeling unable to attain the success of the other. For example: if the first child excels in school work, the second, feeling discouraged about his ability to "be as good as his sibling" may give up in that area and become disinterested in school work. Or, if one child is not pleasant, the next may be utterly charming, etc. Too many parents and teachers help to establish an atmosphere of competition, rather than cooperation - the more competitive and ambitious they are, the more children will suffer.

Never Do For a Child What He Can Do For Himself. A "dependent" child is a demanding child. Maintain order and establish your own independence. Most adults underestimate the abilities of children. Give children opportunities and encouragement to become contributing members of the family and other groups. Children become irresponsible only when we fail to give them opportunities to take on responsibility. In assuming the child's responsibility we deprive him of the opportunity to learn. Don't indulge yourself by giving service.

Overprotection Pushes a Child Down. When mother or teacher gives service to a child who is able to do things for himself, she is saying in effect, "you are too small, too lacking in ability, too lacking in judgment - you are inferior." Adults may feel they are giving when they act for a child; actually they are taking away the child's right to learn and develop. Most adults have an unrecognized prejudice against children; they assume children are incapable of acting responsible. When society begins to have faith that our children can behave in a responsible way, while allowing them to do so, the children will assume their own responsibilities.

Over-Responsible Parents and Teachers Often Produce Irresponsible Children. Those who take on the responsibility of the child by reminding or doing for him, encourage the child to be irresponsible. The child quickly learns that he does not have to remember for himself - someone else will remember for him. He also learns that he does not have to do things for himself - eventually somebody will do them for him. A child who always "forgets" usually has a mother who always remembers. Teachers as well as parents must learn to mind their own business and let the child learn

from the logical consequences of his own behavior.

Parents' Dependence on the Child is a difficult concept to recognize. In many instances a mother who constantly reminds and does things for a child unnecessarily not only takes the child's responsibility away from him, but also becomes dependent on him for her feelings of importance as a mother. Often mothers will feel useless in the home unless they keep themselves constantly busy with the child.

"Good" Mothers are America's Tragedy. They feel worthless if their children are not perfect. In their determination to achieve this ambition, they correct every deficiency and give continuous service, often raising children who become deficient and irresponsible. "Goodness walks hand-in-hand with superiority," often neither husband nor children have a chance in life with such a "superior" mother. A "good" mother always knows best, is always "right!"

Children are Good Observers but Poor Interpreters. Children are able to observe activities accurately, but often draw incorrect conclusions from them. For example: When a new baby arrives, mother necessarily pays a great deal of attention to it. The older child sees and interprets this to mean that mother loves baby more than him. He equates attention and love. Or, a child who is pampered greatly may conclude that he is a helpless baby. He observes how his parents treat each other, and wrongly concludes that all men and women behave this way. His observations are keen, his interpretations often faulty. It is the faulty interpretation that remains with him throughout his life, coloring all his behavior.

Understand the Child's Goal. Every action of a child has a purpose. His basic aim is to have his place in the group. A well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making his own useful contribution to it. The misbehaving child is still trying, in a mistaken way, to feel important in his own world. For example: A young child who has never been allowed to dress himself (because "I'm in a hurry"), who has not been allowed to help in the house ("you're not big enough to set the table"), will lack the feeling that he is a useful contributing member of the family, and will feel important only when arousing mother's anger and annoyance with his misbehavior. If a child fails to find a place in his classroom or playground group, or is the victim of our college-oriented and excessively rigid grading system, he soon becomes discouraged and either gives up trying to learn or indulges in behavior which soon brings ostracism from his classmates and, usually, punitive action from the teacher.

The Four Goals of a Child's Misbehavior. The child is usually unaware of his goals. His behavior, though illogical to others, is consistent with his own interpretation of his place in the family group.

Goal 1: Attention-getting	-	he wants attention and service.
Goal 2: Power	-	he wants to be the boss.
Goal 3: Revenge	-	he wants to hurt us.
Goal 4: Display of inadequacy	-	he wants to be left alone, with no demands made upon him.

Our Reactions to a Child's Misbehavior Patterns. Very often we can discover a child's goals by observing our own reactions to his behavior. For example:

When his goal is Attention-getting, we respond by feeling annoyed and that we need to remind and coax him.

When his goal is Power, we respond by feeling provoked and get into a power contest with him - "You won't get away with this!"

When his goal is Revenge, we respond by feeling deeply hurt and "I'll get even!"

When his goal is Display of Inadequacy, we respond by feeling despair and "I don't know what to do!"

If your first impulse is to react in one of these four ways, you can be fairly sure you have discovered the goal of the child's misbehavior.

A Child Who Wants to be Powerful, generally has a parent or teacher who also seeks power. If the mother or teacher insists on her own way, the child imitates her and they become involved in a power contest. Each feels honor-bound to do just the opposite of what is asked. The harder adults try to "control" their children, the less success they will have. One person cannot fight alone; when we learn to do nothing (by withdrawing, etc.) during a power contest, we dissipate the child's power, and can begin to establish a healthier relationship with him. The use of power teaches children only that strong people get what they want.

Behavior is Movement. No person behaves without intending to affect others. One is usually not aware of the purpose of one's own behavior, if this purpose is not reconcilable with one's conscience, and with the assumed good intentions which we all have and display.

To understand the child's pattern of movement through life, one must become sensitive to the inter-actions inherent in routine situations. For example: Assume a child dawdles every morning and "forgets" to do most things that are rightfully his responsibility. Mother responds with constant reminders and doing many things for him. At school, teacher has to remind and push to make him work. What is inter-relationship? Actually the child is, through his behavior, provoking others to assume his responsibilities. This behavior, then, may become a permanent pattern, a way of moving through life.

Don't Act on Your First Impulse. By acting on your first impulse you tend to intensify the child's behavior patterns rather than correct them. You act in accordance with his expectations and thereby fortify his mistaken goals. What can you do if you don't know what to do? First, think of what you know would be wrong to do and refrain from doing it; the rest is usually all right. Second, imagine what the child expects you to do and then do the opposite. That throws the child off guard, and then you can arrange with him mutual solutions to the situation.

No Habit Is Maintained if it loses its purpose, loses its benefits. Children tend to develop "bad" habits when they derive the benefit of negative attention. Example: A child occasionally picks his nose. Mother finds it unpleasant and tells him not to do it. The child quickly learns that this is a good way to upset mother, so he continues it. Without realizing the dynamics of the situation, mother inadvertently encourages the habit.

Minimize Mistakes. Making mistakes is human. Regard your mistakes as inevitable instead of feeling guilty and you'll learn better, we must have the courage to be imperfect. The child is also imperfect. Don't make too much fuss and don't worry about his mistakes. Build on the positive, not on the negative. For example: Instead of pointing out how poorly he ties his shoes, point out instead how well he can button his shirt.

Making Mistakes Lowers Status. The more mistakes we make, the lower we are on the ladder of success and vice versa. We forget that learning occurs through making mistakes. A child who fears making mistakes will only make more; such a child loses his spontaneity and creativity in life. Ambition to live up to

parental and academic high standards (no mistakes) often undermines the child's trust in his own ability. Parents and teachers, above all, need the courage to be imperfect, for themselves, and as an example for their children. Perfection implies a finality which does not fit into life and allows no room for life's unfolding.

Don't be Concerned With What Others Do, but accept responsibility for what you can do. By utilizing the full potential of your own constructive influence, you do not have to think about what others should do to the child. Compensations for the mistakes of others is unwise, and over-protection may rob the child of his own courage and resourcefulness. For example: If father is too harsh with the child, and mother runs to protect him, three negative results are accomplished. First, mother deprives father and child from learning to get along with each other. Second, mother teaches the child to run to her for protection instead of using his own resources. Third, mother antagonizes the father so that he is less willing to cooperate with her in dealing with the child.

A Family or Classroom Council gives every member a chance to express himself freely in all matters of both difficulty and pleasure pertaining to the group as a whole, and to participate in the responsibilities each member of the group has for the welfare of all. It is truly education for democracy and should not become a place for parents or teachers to preach or impose their will on children, nor should it deteriorate into a "gripe" session. The emphasis should be on "what we can do about the situation". In a similar way, but perhaps with even more profound effects on their attitudes, classroom group discussions can not only help children to improve their conduct in the classroom, but learn to understand themselves and their motivations. Though, naturally some of the ground rules for arranging group participation at home or in school are different; there are basic rules which apply equally to both. These are:

Meet regularly at least once a week,
Rotate the chairman at various intervals,
Allow an equal vote for each member, and
Allow sufficient time for decisions to be tried before changing them.

The more we, teacher or parent, allow children to participate in the decisions which affect them, the better we can help train them to participate fully and effectively in carrying out these decisions, and be willing to take on the responsibility for their own actions.

Though presented in a brief and somewhat oversimplified form, these ABC's of guiding the child are the essential means by which we can help children to develop into responsible human beings. However, we cannot do this revival of the archaic and obsolete authoritarianism of the past, nor the misguided "permissiveness" of the Freudian era, but by providing children with both a vastly increased participation in the affairs of our society and an understanding that every act, whether positive or negative, carries with it a responsibility and a consequence. Only if they learn this, can they fully meet the challenges of freedom in this, perhaps most exciting and as well the most trying era in human history.

Adopted from a pamphlet edited and revised by Margaret Goldman and printed by the Chicago Community Child Guidance Centers.

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

BEFORE / AFTER

One of the purposes of the Parent Study Groups is to help parents learn new techniques for improving parent-child relationships. The information you give below will help you evaluate what you have learned from the study groups.

Describe briefly three typical situatons that would be likely to occur between you and your child. Following the description, state exactly what you do when the situation occurs.

The situations you describe should be ones that concern, annoy, or irritate you and that you would like to change.

1. _____

2. _____

3. _____

Albany, Oregon

8/73 gr

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

WHY NOT PRAISE?

by Vicki Soltz

Most of us have grown up believing that praise is desperately needed by all children in order to stimulate them into "right" behavior. If we watch a child closely when he is receiving praise we may discover some astonishing facts. Some children gloat, some panic, some express "so what", some seem to say, "Well, finally!"

We are suddenly confronted with the fact that we need to see how the child interprets what is going on rather than assume that he regards everything as we do.

Examination of the intention of the praiser shows that he is offering a reward. "If you are good you will have the reward of being high in my esteem." Well fine. What is wrong with this approach? Why not help the child learn to do the right thing by earning a high place in parental esteem?

If we look at this situation from the child's point of view, we will find the mistake of this approach.

How does praise affect the child's self-image. He may get the impression that his personal worth depends upon how he "measures up" to the demands and values of others. "If I am praised, my personal worth is high. If I am scolded, I am worthless." When this child becomes an adult, his effectiveness, his ability to function, his capacity to cope with life's tasks will depend upon his estimation of how he stands in the opinion of others. He will live constantly on an elevator - up and down.

Praise is apt to center the attention of the child upon himself. "How do I measure up?" rather than "What does this situation need?" This gives rise to a fictive goal of "self-being praised" instead of the reality-goal of "what-can I do to help?"

Another child may come to see praise as his right--as rightfully due him from life. Therefore, life is unfair if he doesn't receive praise for every effort. "Poor me - no one appreciates me." Or, he may feel he has no obligation to perform if no praise is forthcoming. "What's in it for me? What will I get out of it? If no praise (reward) is forthcoming, why should I bother?"

Praise can be terribly discouraging. If the child's effort fails to bring the expected praise he may assume either that he isn't good enough or that what he has to offer isn't worth the effort and so gives up.

If a child has set exceedingly high standards for himself, praise may sound like mockery or scorn, especially when his efforts fail to measure up to his own standards. In such a child, praise only serves to increase his anger with himself and his resentment at others for not understanding his dilemma.

In all our efforts to encourage children we must be alert to the child's response. The accent must move from "What am I?" (good?) to "How can I help in the total situation?" Anything we do which reinforces a child's false image of himself is discouraging. Whatever we do that helps a child see that he is part of a functioning unit, that he can contribute, cooperate, participate within the total situation, is encouragement. We must learn to see that as he is, the child is good enough.

8/73 gr

WHY NOT PRAISE? (continued)

Praise rewards the individual and tends to fasten his attention upon himself. Little satisfaction of self-fulfillment comes from this direction.

Encouragement stimulates the effort and fastens attention upon one's capacity to join humanity and to become aware of interior strength and native capacity to cope.

Praise recognizes the actor, encouragement acknowledges the act.

Praise	Encouragement
Aren't you wonderful to be able to do this!	Isn't it nice that you can help?
	We appreciate your help.
	Don't the dishes shine? (after wiping)
	Isn't the carpet pretty now? (after vacuuming)
	How nice your room looks!
	Thanks for watching the baby. It was a big help.
	I like your drawing. The colors are so pretty together.
	How much neater the room looks now that your toys are put away
I'm so proud of you for getting good grades. (you are high in my esteem)	I'm so glad you enjoy learning (adding to your own resources).
I'm proud of you for behaving so nicely in the restaurant.	We all enjoyed being together in the restaurant.
I'm awfully proud of your performance in the recital.	It is good to see that you enjoy playing. We all appreciate the job you did. I like you credit for working hard.

SOME WORDS OF ENCOURAGEMENT

by Clint Reimer, Bethel School District, Eugene, Oregon

These thoughts are intended to be of help to parents and teachers in working with children. Whether these suggested remarks will in fact be encouraging will depend on the attitudes of the adults using them. Is the feeling one of belief in the child, trust, confidence, acceptance, sometimes mixed with humor; or is the feeling one of moralizing, preaching or impatience?

1. "You have improved in ....."
   Growth and improvement is something we should expect from all children. They may not be where we would like them to be, but if there is progress, there is less chance for discouragement. Children will usually continue to try if they can see some improvement.

SOME WORDS OF ENCOURAGEMENT (continued)

2. "You do a good job of ....."
Children should be encouraged when they do not expect it, when they are not asking for it. It is possible to point out some useful act or contribution in each child. Even a comment about something small and ins nificant to us, may have great importance to a child.

3. "We like (enjoy) you, but we don't like what you do." Often a child feels he is not liked after he has made a mistake or misbehaved. A child should never think he is not liked. It is important to distinguish between the child and his behavior, between the act and the actor.

4. "You can help me (us, the others, etc.) by ....."
To feel useful and helpful is important to everyone. Children want to be helpful; we have only to give them the opportunity.

5. "Let's try it together."
Children who think they have to do things perfectly are often afraid to attempt something new for fear of making a mistake or failing.

6. "So you do make a mistake; now, what can you learn from your mistake?" There is nothing that can be done about what has happened, but a person can always do something about the future. Mistakes can teach the child a great deal, and he will learn if he does not feel embarrassed for having made a mistake.

7. "You would like us to think you can't do it, but we think you can." This approach could be used when the child says or conveys that something is too difficult for him and he hesitates to even so much as try it. If he tries and fails, he has at least had the courage to try. Our expectations should be consistent with the child's ability and maturity.

8. "Keep trying. Don't give up."
When a child is trying, but not meeting much success, a comment like this might be helpful.

9. "I'm sure you can straighten this out, (solve this problem, etc.) but if you need any help, you know where to find me." Adults need to express confidence that children are able and will resolve their own conflicts, if given a chance.

10. "I can understand how you feel (Not sympathy, but empathy), but I'm sure you'll be able to handle it." Sympathizing with another person seldom helps him, rather it conveys that life has been unfair to him. Understanding the situation and believing in the child's ability to adjust to it is of much greater help to him.

ENCOURAGEMENT

by Nanette Cosart, Tucson, Arizona

1. Why encourage: Why is it important?

   a. To give the feeling of confidence.
   b. Must prepare the child for self-sufficiency.

2. Point for encouragement.

   a. Stop discouraging.

1) by humiliation
2) over-protection
3) verbally

b. Know how to encourage.

1) Emphasize the DEED, not the doer.
2) Emphasize the DOING and the joy of doing. Satisfaction in accomplishing something.
3) Emphasize the good part of what he did.

"My, you did a nice job on this" or "I particularly like _____" "I certainly like _____" or "You certainly have a lot of good ideas".

4) Be positive in comments made - avoid saying "don't"
5) Avoid making statements and ending with a question.

"My, we had fun working on _____, didn't we?" It is best just to make the statement, "My, we had fun working on _____".

6) Watch that you don't build up on one breath and then deflate on the next. (Conditional acceptance)

"I like that you got dressed all by yourself -- but why can't you get your shirt on frontwards" or "Why can't you get it buttoned right?"

7) Give certain rights and privileges.

c. What effect do comparisons have on a child?

a. Praise child for what he did - not in comparison with what someone else did.
b. When a child compares - What can you say?

"But I like it the way you do it."

d. Other phrases to use:

a. "You are so good at _____".
b. "Would you help me work out a plan?"
c. "What do you think about _____"?
d. "All beginnings are difficult."
e. "We learn by our errors."
f. "Everyone makes mistakes."
g. (When in disagreement or child doesn't like something) "I'm sorry you feel that way, but that is your privilege. You may think that if you like."
h. "Golly, I'm sorry you feel that way but I can't do anything about it."
i. (When in disagreement) "I think_____but you may think_____if you like."
j. "That's a hard job."
k. "I appreciate what you have done."
l. "You've done a good job."
m. (When he gets along well with playmate) "I'm so glad that you had a good time playing."
n. "Let's see why it didn't work?"
o. "Don't ever let the thing you can't do keep you from doing what you can do."

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RULES OF THUMB

Watch for your child's first attempts to help you or to do things for himself. Encourage these attempts.

Give a child credit for trying to help out.

Don't criticize or condemn poor results. Gradually and tactfully steer toward better ones.

Know when a child is ready for larger responsibilities and then let him take them on.

Let young people know that you trust and have confidence in them.

Always try to set a task or a goal that you think the child has a reasonable chance to achieve.

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PRINCIPLES OF LOGICAL CONSEQUENCES IN A DEMOCRATIC SETTING

Natural and logical consequences are an alternative to autocratic punishment. A natural consequence is the immediate natural result of an act, not imposed by an authority (parent, teacher, etc.) but, by the reality of the situation. When a child violates the natural order, unavoidable consequences will occur. (Example: If a child doesn't tie his shoes, he will trip over them and fall down.) A logical consequence takes place when the parent or teacher arranges the consequence, rather than the consequence being solely the result of the child's own act. It is important that the consequence is logically connected to a specific behavior and specific total situation, and it should be experienced by the child as logical in nature. (Examples will follow.) Some further ideas, specifically, are:

1. Understanding the goal is important. It is a general rule of thumb not to try to apply logical consequences during a power struggle. It is most effective when the purpose of the behavior is for attention.

2. Respect is maintained for rights and dignity of both child and adult.

3. Where situations are recurring ones, such as eating problems, the consequence can be discussed in a calm moment with the child once. This gives the child the opportunity to choose the behavior and consequence he prefers when the situation arises from then on.

4. There is always another opportunity given to the child. This does not mean he is protected from consequences by a second chance. The next time a situation arises he has another opportunity to choose his behavior.

5. The use of choices can be very effective. If logical to the child, he will be more willing to cooperate with the demands of the total situation. However, the choices given must not be "open-ended" - the end result should be the same with either choice. Examples: "Do you want to set the table now or in five minutes?" "Would you like to clean up your room by yourself or would you like me to help you?" "I'm sorry, but we don't run and yell in the house. Would you like to settle down inside, or would you rather go outside to do your running?"

6. The adult's purpose has no punitive undertones, nor is there an implication of superiority. There also should be no moral judgment made or implied by the adult regarding the child himself.

7. The implicit attitude of the adult, which may or may not be expressed, casually and briefly, is that of mild regret that the child has chosen the action leading to these consequences, but that next time he will probably choose another behavior more in accord with the reality of the situation.

Some differences between logical consequences and punishment:

Logical Consequences	vs.	Punishment
1. Reality of the situation trains: situation-centered.		1. Power of the authority dominates: self-centered.
2. Related logically to the behavior.		2. Usually arbitrary, little logic.

Logical Consequences	vs.	Punishment
3. No element of moral judgment: good or bad, right or wrong.		3. Some moral judgment: usually "bad" or "wrong".
4. Deals with what will happen now.		4. Deals only with the past.
5. Teaches child to be responsible for own behavior.		5. Implies the adult is responsible for child's behavior.
6. Develops inner-discipline.		6. Outer-discipline maintained.
7. Adult remains friendly; positive atmosphere maintained.		7. Adult displays anger; antagonistic atmosphere perceptuated.
8. Influences or leads child toward more desirable behavior; training for the future.		8. Forces or "makes" child obey; usually only temporary.

Some common pitfalls on the part of the adult:

1. Feeling sorry for the child or giving in to his undue demands -- may teach him to feel sorry for himself or that you don't really mean it.

2. Giving him a second chance -- may teach him he can get away with irresponsibility.

3. Taking a punitive attitude, impatience, ridicule, humiliation, shame, retaliation -- gives him a reason to punish in return. He may be learning that to be powerful is the safest way to deal with people.

4. Fearing the consequence is too easy. It isn't necessary for a consequence to be difficult or unpleasant. Most of them are somewhat unpleasant and uncomfortable, but suffering is not an essential or necessary part of the learning process.

5. Showing inconsistency or not being able to follow through -- may subordinate the order in the family or teaching situation to one's momentary feelings. Example: Mother can't listen to child's crying, so gives in.

6. Working on more than one behavior at the moment -- particularly in not being pleased with the way the child takes the consequence; he is either not demonstrating enough misery or he is trying to get out of it. The positive possibilities of the consequence may thus be cancelled out by an unwitting reinforcement of the child's mistaken goal.

7. Feeling guilty -- may show the child that it pays for him to feel abused if the adult feels guilty about him.

8. Too much talking -- may cancel out the consequences by reinforcing the child's goal, and, also, children tend to be "mother deaf".

9. Giving way to expediency -- at the moment it is sometimes easier on the adult to punish or overlook than to take the time and thought to initiate logical consequences and carry them through adequately and peacefully.

10. Expecting standards of behavior from the child not expected of the adult.

11. Rubbing it in; "I told you so" -- anything that increases the child's anger against the adult decreases his willingness to assess the consequences as logical within the group structure and also decreases his willingness to cooperate with the

total situation.

12. Tone of voice -- displaying anger, yelling, or demanding action turns the situation from a logical consequence into punishment or retaliation. A firm, but friendly, tone is most effective.

13. In a dangerous situation, consequences should not be used -- action is necessary.

NATURAL AND LOGICAL CONSEQUENCES - Specific Situations.

For discussion purposes: Try to identify whether the following examples are logical consequence or punishment, and why:

1. Situation: Mark got into mother's lipstick and covered himself with it. Action: Mother was pressed for time, as she was going to a meeting and taking him along. She gave him a kleenex and told him to get as clean as possible. When it was time to leave, she said there was no time to help him get completely clean, so he would have to go as is.

2. Situation: Susan's sloppy eating habits at the dinner table with the family. Action: Mother announced at the table that the next time the sloppiness continued, Susan's food would be put in a dish on the floor and she would eat with the dog.

3. Situation: A girl in a kindergarten class kept knocking down block buildings made by other children in the class. Action: The teacher said: "That wasn't your building; you can't destroy other people's work. Now let me help you build one of your own, so you won't be bothering the others."

4. Situation: Five year old child kept accumulating dirty clothing in various parts of her room, contrary to family policy of each member putting their dirty clothing in the laundry hamper. Action: One day when the child complained she did not have clean socks to wear, the mother said she was sorry and went about her work. As the dirty socks were full of sand and unwearable, child had to wear shoes without socks, and kept mumbling about how uncomfortable it was. That night the hamper was full of her collection of dirty clothes.

5. Situation: Ten year old Scott frequently forgot to take his lunch to school. Action: Mother would discover his forgotten lunch and take it to school for him. When he got home, she would tell him that he'd forgotten his lunch again and should try to remember for himself the next day -- she certainly didn't like to take the time so often to bring his lunch to school. Scott pouted and said it was mother's fault because she didn't remind him before leaving.

by Ann and John Platt and Helen Millmen Stambaugh

THE DISCOURAGED CHILD'S MISTAKEN GOALS

Goal of misbehavior	What child is saying with his behavior	How parent feels	Child's reaction to reprimand	Some possible corrective measures
ATTENTION (To keep others busy with him, helping him)	I only count when I am being noticed or served. I'm only important if I keep you busy with me - always!	Slightly irritated, annoyed---- or wants to remind & coax child---- or delighted with "good" child--	Temporarily stops disturbing behavior when given attention, but will use unwanted behavior again.	STOP! LOOK! LISTEN! Then avoid doing what child expects. Ignore the misbehavior, but give positive attention at pleasant times when child is behaving O.K.
POWER (Seeks to be boss)	I only count when I am dominating, when you do what I want you to do. I won't do what you tell me. "You can't make me!"	Provoked, angry, threatened, determined to control child's behavior. "I'll make him do it!" "You can't get alway with it."	Intensifies action when reprimanded - child wants to win, to be the boss. Feels he's won when parent gets upset.	Avoid responding as child expects: fighting, arguing, fussing - be firm, but friendly. Act - not talk. Begin by removing self from conflict. Redirect child's efforts constructively when things are calm. Encourage child. Develop mutual respect.
REVENGE (Wants & tries to get even)	I can't be liked, I don't have power, but I'll count if I hurt others as I feel hurt by them. Child's action tells parents: "I want to hurt you to get even."	Hurt, mad - "How could he do this to me? "I'll show you - you hurt me - I'll hurt you."	Wants to get even for parents superiority - retaliate, make them feel sorry for their success in bossing him - so does opposite of what parent wants - makes self disliked.	Extricate self without trying to get even. Maintain order with minimum restraint. Show child you care. Encouragement important.
INADEQUACY (Wants to be left alone)	I can't do anything right so I won't try to do anything at all; I am no good so leave me alone. I give up.	Despair and extreme discouragement. "I give up" I don't know what to do anymore.	If punished or pressured to try - only wants to retreat further. Feels there is no use to try, is passive.	Try to accept child as is, in spite of inadequacy. Have faith in child's ability to surmount his defeatism - trust him with small responsibilities. Encourage! Have patience of Job! Don't expect immediate results.

Adapted from chart prepared by Parent Study Groups - Corvallis, Oregon & Parent Ed. Association - Columbia, Mo.

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HOW TO HOLD A FAMILY COUNCIL

Condensed from article by Shirley Gould of Skokie, Illinois.

At our house we have been having family councils for five years, with increasing success. I can't tell you how to carry it forward. This depends on your own situation. But I can tell you how to start.

1. Choose a table, any shape, any size - where each member of the family can pull up a chair. Let the toddler join the rest - he'll soon learn not to disrupt. Encourage every person who lives in the home to join the meeting. This means that a grandparent or an aunt, or even a boarder, shares the family council. Provide a notebook and pen to make a permanent record of the decisions reached.

2. For the first meeting announce the chairman and the secretary. Mother and father, having talked over the prospect, are best prepared to start. If Mother is the one who always keeps track of things, let Dad be the secretary. If Dad usually keeps the peace and maintains order, let Mom be chairman. Each parent thus learns something right away.

3. Have the children take their usual places at the table and keep them for every meeting. Rotate the official duties around the family circle. If Dad sits at the head, acting as secretary, next week make John on his left secretary. Mother at the other end is chairman. Next week Mary, on her left, will be chairman. Carry on this rotation so that everyone in the family who can read and write has a turn. When two children take the official roles, Mother and Dad become plain participating members.

4. Set the agenda for the meeting to read like this:

   A. Reading of minutes (starting with second meeting)
   B. Calendar for coming week.
   C. Bank-financial transactions between parents and children
   D. Old business
   E. New business
   F. Future plans

5. Call the very first meeting for the specific purpose of planning family fun to follow. Let each one have a "say" in what the fun will be. Mother and Dad may offer suggestions but should not force their own ideas.

6. When the meeting is over, carry out group's decision. This is why Sunday afternoon is a good time for a family council. After church and dinner, the family meets to plan the rest of the day.

7. The first meetings should last no longer than fifteen minutes as while as long as order can be easily kept in a family not used to acting jointly. When the family has some experience at holding meetings, ideas will come readily, but at first it is best for parents to be prepared.

8. A game around the table after the meeting might be an unusual treat for a family that has not yet learned to play together. Refreshments can follow. The important result is that the pleasant atmosphere acquired in the meeting spill over into family life.

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9. Successful operation of the council depends on all members of the family being equal. It is difficult for parents to give up some of their authority for awhile. Repayment comes in increased cooperation from the children. Each child learns his own value to the family and the worth of every other member.

10. Meeting together does not imply that the parents must do whatever the children decide. Basic questions of health and welfare are parental responsibilities. Sometimes a parent must tell the children of a decision already made. When a father has been told by his boss that he must move, he can't ask the children for approval. The children may not like leaving their home and friends, but they have no choice. At family council the situation is discussed and becomes easier for each member.

11. In our family council we distribute household tasks. We wanted them to share the responsibilities as well as the privileges of home. Under "new business" we brought up "jobs". Dad and I felt there were certain tasks the children could do without being asked each time. Together we all made the list: Emptying wastebaskets, taking out garbage, cleaning the basin, setting and clearing the table, etc. We let the children choose their own jobs, and decide how they will do them. We can now rely upon our children to carry through. Only rarely do we remind them.

12. A common problem that can be handled at the family meeting is conflict between brothers and sisters. Arthur says, "Scott messes up my books while I'm gone at school." Since Scott is only two, we must find a way to protect big brother's possessions. Sister Ruth suggests a different place Arthur can keep his books out of Scott's reach. A trouble spot is removed by group thinking.

13. For parties and holidays, we plan as a group. We decide together who our guests shall be and what we will serve. When Dad and I have an adult party, the older children help us plan, prepare, and then stay to help serve.

Holding family council isn't always easy. But in our house, as we go on from week to week, we look forward to this time for joint thought and action. As the children grow up it is the one sure time we know we'll all be together and enjoy the fun we have as a family. The family council has helped us to enjoy one another as people.

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THE FAMILY COUNCIL

1. A certain date should be set for the council to meet each week. It is not advisable to call a meeting whenever one member wishes; nothing is so urgent that it must be settled right now.

2. All members of the family are invited to participate; however, participation is not obligatory. Since the absence of a member can be used to reach decisions he may not like, most members will attend.

3. All members participate on equal footing, so each one has one vote. Everyone should be urged to contribute and express his ideas. However, any member who disrupts the session can be asked to leave if this is the concensus of the others.

4. The chairmanship rotates, so that each member experiences this privilege and responsibility.

5. The maintenance of parliamentary order provides each member with the opportunity to express himself freely and with the obligation to listen to others. If sessions are used by the parents to preach, scold, or impose their will on the children, the council is not democratic and fails in its purpose.

6. In the absence of a decision by the council everyone has the right to do what he considers best, but no decision that affects others has validity, unless it is approved by the council. In most conflict situations (during the interim between council meetings) it is usually sufficient for the parent to withdraw and leave the children to their own resources, without an audience.

7. The family council should not be a "gripe session" but a source of working out solutions to problems. Each person expressing a complaint is expected to present his suggested solution. It is important that the emphasis is always on what we can do, rather than on what any one member should do. It is important that decisions made during the council meeting include a plan for action if and when various members do not carry out what they decide at the meeting.

8. Parents are usually afraid of wrong decisions-usually proposed by the children. However, these can be used to advantage; parents should let children see what will happen. At the next meeting the children will agree on a better solution.

9. Once a decision has been made, any alteration has to wait for the next session. In the interim, no one has the right to decide on a different course of action or to impose his decision on others.

10. The family council is the only authority. No individual can lay down the law, make decisions for others. At the same time, no one person has to shoulder the full responsibility for the well-functioning of the household. If parents are willing to accept the family council as supreme authority, they do not need

10. to feel guilty if things do not always go as they should. It is more important that the children accept their responsibility than to have things going smoothly all of the time.

11. Instituting the family council requires the realization that a fundamentally new and untried course of action has begun. Parents and children alike are not prepared for it. Children are afraid that this is another trick to make them behave and do the things they do not want to do, and parents fear demands and decisions by their children that are out of place. But if the difficult period can be tolerated, its effects should be highly beneficial for all concerned.

Condensed by M[illegible]

ELK GROVE UNIFIED SCHOOL DISTRICT
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HOW TO RUIN YOUR CHILDREN*

1. Begin with infancy to give the child everything he wants. In this way he will grow to believe the world owes him a living.

2. When he picks up bad words, laugh at him. This will make him think he's cute. It will also encourage him to pick up "cuter" phrases that will blow off the top of your head later.

3. Never give him any spiritual training. Wait until he is 21 and then let him "decide for himself".

4. Avoid use of the word "wrong". It may develop a guilt complex. This will condition him to believe later, when he is arrested for stealing a car, that society is against him and he is being persecuted.

5. Pick up everything he leaves lying around -- books, shoes, clothes. Do everything for him so that he will be experienced in throwing all responsibility on others.

6. Let him read any printed matter he can get his hands on. Be careful that the silverware and drinking glasses are sterilized, but let his mind feast on garbage.

7. Quarrel frequently in the presence of your children. In this way they will not be too shocked when the home is broken up later.

8. Give a child all the spending money he wants. Never let him earn his own. Why should he have things as tough as you had them?

9. Satisfy his every craving for food, drink, and comfort. See that every sensual desire is gratified. Denial may lead to harmful frustration.

10. Take his part against neighbors, teachers, policemen. They are all prejudiced against your child.

11. When he gets into real trouble, apologize for yourself by saying, "I never could do anything with him."

12. Prepare for a life of grief. You will be likely to have it.

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*Original source unknown. It is known to have been distributed by the Houston, Texas Police Department under the title, "Twelve Rules for Raising Delinquent Children."

M.L. Bullard - Director of Guidance

8/73 gr

ELK GROVE UNIFIED SCHOOL DISTRICT
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Elk Grove, California

TEN COMMANDMENTS FOR RESOLVING CONFLICT SITUATIONS

R. N. Lowe

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The following Ten Commandments were suggested by Dr. F. J. C. Seymour, Assistant General Secretary of the Alberta (Canada) Teachers' Association. They were presented in an opening address to the National Education Association Center in Washington, D.C., November 11-14, 1959.

1. Don't lose your temper, you'll lose your point.
2. Remember, you are trying to win an agreement, not an argument.
3. Apologize when you're wrong, even on a minor matter.
4. Don't imply superior knowledge or power.
5. Acknowledge with grace the significance of the other's comment or statement of fact.
6. Know and admit the impact of your demands.
7. Remember that the ability to separate fact from opinion is the mark of a clear mind and reflects intellectual integrity.
8. Stay with your point; pursue your objective but don't devastate.
9. Don't quibble; say what you mean and mean what you say. If you want truth, give it.
10. Bargain in good faith. Your intellect will tell you when you're bargaining and your conscience will tell you whether you have good faith.

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MAKING FAMILY LIFE SATISFYING

"I don't know what's wrong in our home, but I don't think any of us is very happy. We seem to be in a rut. Our children of seven, ten and twelve years squabble among themselves, and our evening meal most days is noisy and disagreeable. About all we do is sit and watch the idiot box (my husband's name for television). The children sit up too late and they fight about which programs to watch. By the time they finally get to bed, John and I are both exhausted."

"He works hard at his job and I have my hands full with the work for a family of five. We don't get enough rest or any time together. The house looks a wreck all the time, and I have given up trying to keep it clean. I am sure John is discouraged, and I sure am. We keep telling ourselves that everything will be different when the children are older, but I've been saying that for five years and things are getting worse instead of better."

"There never is much extra money, and we wouldn't have this if John didn't work Saturdays at a second job. I suppose he and I get along about as well as the average couple married for fifteen years, but I keep thinking of our first two years of marriage, when I was working. We were so happy then compared with now. We wanted our children and we do love them, but I sometimes feel like going off by myself and never coming back. I would never do it, but it frightens me even to have such thoughts. I want our home and family life to be more satisfying, but I don't know how to make it so."

This mother's problem is quite common. Swamped by daily routine and the repetitive demands on her, she feels hopelessly bogged down. Though it is difficult to make specific suggestions without more detailed information about her particular circumstances, perhaps these ideas will be useful:

Discipline seems inadequate. The particular form of child rearing is a matter for the parents to evolve, but it always requires direction and control. Whatever the training, it should not be based on force, fear or withdrawal of love. No child can be emotionally secure without an abundance of affection, but he actually feels safer if he knows he must respect some rules and authority. Nor can he develop respect for others and accept appropriate responsibilities without firm and consistent discipline. Even a six-year-old can and must learn to respect the rights and wishes of others if he expects his own to be observed.

This wife's children can be of real help (though at first the instruction required of her will take more time than the tasks). Suitable chores should be assigned to them, and they should be encouraged for adequate performance.

Play space must be provided. The living room should be an orderly family center, not a gymnasium. Perhaps the attic or basement can be converted to the children's use. We know one mother whose children take weekly turns using one of their two bedrooms for active play, and they respect her rule that the week's playroom must be put in order before they can come to supper.

Games should be supplied. Games and toys for any age level and ability can usually be found at the five-and-ten. Games can be interesting and at the same time stimulate learning and skill. But parents should participate, at least by helping the children understand the instructions and rules. If space and money permit, indoor games such as table pool and tennis, outdoor games like croquet and badminton, can provide fun for adults as well as children.

Television should be restricted. Television attracts children because they like action and noise, and it frees the mother from giving them attention. But this does not free her from seeing that they have a well-rounded program including active play, household chores, reading and study and developing independent interests and activities. Though some programs are excellent, no normal person, child or adult, should spend half his free time in passive captivity. If your child is already afflicted with "televisionitis" the only way to restore him to normal family activity may be to disable the set for a couple of weeks. When operation is resumed, tell your children when and what they may watch. Without some limits, you may be actually disabling your children.

Family projects are important. Sharing activities increases cooperation and solidarity. Devise undertakings in which everybody can take interests and pride; potted plants, a bird feeder, a garden in which each family member has a plot are possibilities. So are a Sunday drive, a Saturday movie, picnics or an occasional restaurant meal. Pets are desirable.

Reading aloud is valuable. When children are old enough, let them read their favorites to the whole family. "Dressing up" and acting out skits keeps the children busy and can amuse the adults - while they knit or sew or sneak a glance at the evening paper.

Communication is vital. It's almost impossible for a child to talk to parents who don't talk to each other. When parents don't share, they are not likely to share with their children or to build a confidential relationship with them.

Housework should be organized. With a little better planning, many wives and mothers could operate their households more efficiently and more enjoyably. During her children school hours, this mother might attend to duties requiring care, concentration and freedom from interruption. She might even sandwich a coffee break and short nap into these hours; she could lessen her fatigue and be able to work more effectively. When the children returned from school, she could attend to those chores in which they can be of greatest help. Aside from their assistance, the association would offer opportunities to talk to them, to learn about their friends and school activities, and listen to their wants and complaints. And as the children grow older, not only would her labor be lessened but also her relationship to her children would be more positive and understanding.

The home should be livable. Though perfectionism, whether in homemaking, a husband's job or children's behavior, is undesirable and unrealistic, everybody enjoys a home that is comfortable, livable and pleasant. When children are small, formality should be avoided. Funiture should be functional, and arranged for convenience rather than for appearance. Expensive furnishings or those easily marred should be avoided or protected. It is shortsighted to surround young children with bric-a-brac or other tempting objects that can be easily broken. The criterion every wife and mother should follow in home furnishing is not what the neighbors will admire, but what her husband and children will enjoy.

None of these suggestions, if adopted, will guarantee a happy marriage and home life, but each can contribute something worth while to harmonious and comfortable relationships among the members of the family. Why not read these suggestions again, and ask yourself if any of them applies to your family?

Taken from Ladies Home Journal, March, 1962. Written by Clifford R. Adams, Ph.D. Pennsylvania State University, Department of Psychology.

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

GIVE ME A JOB

"Give me a job." "Give me something to do." Let me help you." Is there a household in which such pleas are not heard once in a while from a child of six or ten or twelve? Children want to work. They have their routine of household life, school, homework, religious activities, clubs, sports, music or dance lessons. And they have their play. Their days seem too full of activity. Still, a child will tag after you and nag, "Give me a job."

A child wants to feel useful. He wants to feel he is necessary in the household. He wants to be trusted with responsibilities. He may feel far more grownup at school than at home, because at school he has jobs and responsibilities from the time he enters kindergarten. At home his parents may do everything for him. They may never ask him to work or expect him to work. Maybe his parents' answer to his plaintive "Give me a job", is usually, "Go play."

Play is not always a good answer. Play is not always satisfying. If your child wants a job, find him a job. A wise parent usually has a couple of jobs in mind or on a list. Take advantage of his eagerness to work at something. Work teaches. It teaches self-discipline, promptness, neatness, reliability, responsibility, the importance of serving others, the dignity of work. In apartment-house living, parents complain that there are so few jobs for children. Nonsense. There are a dozen jobs, a hundred jobs that a child of six or twelve can do. A house with attic, basement, garden, lawns, garage does not offer more jobs than a city apartment, just different jobs.

Some household jobs only an adult can do, some six-year-old can do. Why should you shuck the corn you bought at the roadside market? Your six-year-old might like this job. He will do it differently. He may strip each ear husk by husk and the silken tassel thread by thread. He may take forever to do what you can do in five minutes. What does it matter, if the job is done? Maybe he wants to linger over the job because he has no other activity in mind. This may be his relaxing time. The child who has a job to do has respect for himself. Adults respect him. And adults respect the parents who give their child a chance to work. Other children who are not trusted with responsibilities by their parents may even be envious. A little friend says to your daughter, "Let me go with you to the store. My mother never gives me errands to do." And as your son starts the power mower, his friend begs, "Let me mow part of your lawn. They never let me mow ours."

No mother who has one child or several should be doing all the dishes or all the tablesetting or all the bedroom cleanup. No father should be doing all the outside jobs. Give your child a chance to help. He is an able assistant once he knows that his help is needed and appreciated. A child sometimes has a more creative approach to a job than the adult to whom it is daily routine. Your daughter might suggest cleaning all the coats with vacuum attachments after she listens to you lament that you have no outdoor place to air woolen clothes. Your son might wash the tiled bathroom floor by a method that makes you wince--but the result is likely to be a clean floor.

Some parents answer the child's need for jobs and responsibilities by assigning simple jobs. Some children respond best to regular assigned jobs. One mother lists on the blackboard each morning the small jobs that her ten-year-old daughter and eight-year-old son are expected to do that day. Perhaps there are three ten-minute jobs for each child, to be done before or after school or sometime during the day. "Once I write their assignments on the board, I refuse to be bothered," she says. "I'm deaf to all arguments. They are never difficult or impossible jobs. There's a lot of muttering and groaning, but by the end of the days they're done. Not

only are they done, but my tough son still loves me and my daughter, who tries to sneak out of jobs, tells me it was fun to wash the dishes with the new pink liquid soap."

In another family, in the summertime, the children are "yard birds" until they have made their beds and tidied their rooms. Until these chores are done, they must stay home and no one can come into the yard to play with them. There is nothing harsh about this. They are old enough for the jobs. In fact, the children agreed during a family-job council that these were jobs they would do each day. "A child becomes proud of having such jobs," this mother says. "I had my reward one morning when the gang stopped by on the way to the swimming pool. My daughter appeared at the window and shouted importantly: We'll be out as soon as we finish our rooms. We're helping Mother. Don't any of you have to make your beds? Why, my child was actually scornful of those children who didn't have jobs of their own!"

In other families a list of jobs tacked on the kitchen bulletin board is the favorite way of offering jobs to a child. For some children this approach is better than a regular assignment of small jobs. A list gives the element of choice. On a list of twenty jobs there might be one that would appeal right now because it is raining. On the list there might be just the right job to fill that restless half-hour before dinner when your son follows you around the kitchen and says, "What can I do?" If you post a list, it should have jobs that are suitable to the various ages and abilities of your children. Some fun jobs, some surprise jobs, some serious hard-work jobs. Some jobs that take five minutes, some that take an hour. Indoor and outdoor jobs. Jobs that depend on the season and the weather. Daytime jobs and evening jobs. Some at-home jobs, some away-from-home jobs. The list should not be permanent. When a child does a job, he can scratch it from the list with the feeling that he has accomplished something. New jobs can be added - by parents and by children. Include a few tasks that you know you can do better and more efficiently than a child. But let a child tackle them, because this is the way he learns. If you cannot stomach the way your son or daughter bungles one of your jobs, do it over, but in secret. Next time he will do the job much better.

Your list could be headed with a provocative phrase: "If you're bored, try one of these." "Want to help? Here's how." "Jobs waiting to be done. Anyone interested?" The list might include five jobs or fifty. When a child has done some household chore, from the praise show him how his work has helped you or helped the household to run on a smooth track or made life more pleasant for someone - perhaps even more pleasant for himself. Never begrudge thanks. Watch a child sparkle when you say, "I liked the way you moved so carefully around the flower beds." "Thanks for finishing the ironing. You gave me time to bathe the baby." "How cleverly you have arranged all your toys and books. May I bring Mrs. Smith up to look at your room?"

A child resents the nagging in the adult voice when you ask him to do little chores. He closes his ears to the repetition of, "Please take the dog for a run", "Did you take the dog out?" "I asked you to take the dog out." We adults cannot help but nag because a child is so exasperating at times. If "take the dog for a run" were on the list of jobs taped to the kitchen wall, he might choose it eagerly without parental nagging or prodding. Perhaps it is the impersonality of a job-reminder list that pleases the child.

When a child does a household job that an adult might ordinarly do, he matures. He thinks, "They can't get along without me." Unconsciously, he begins to realize that everyone has a role in family life, that running a household means the whole family cooperates. He becomes aware of the many jobs there are to be done, even though he is not capable of doing all of them. A child who knows and shares in the household routine is a value and a comfort in an emergency. Your daughter of ten or twelve

can take over temporarily if you are ill in bed or have to make a sudden trip to a sick relative. She can put together a simple meal. She will make the beds. She will remind her father that today is laundry day. She rises to the emergency until a neighbor or relative or baby-sitter comes to run the household in the mother's absence. The reason a child can rise to emergencies is because his parents have given him the opportunity to make household responsibilities within his capabilities. He is proud. He feels that his parents depend on him, recognize his abilities, need him. This is a good feeling. It is, in fact, a growing-up feeling.

by Lucille E. Hein - Published in Living for Young Homemakers - January, [illegible]

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

THE TOWEL ON THE FLOOR

By Vicki Soltz

Jack, 9, drove Mother to distraction by messing up the bathroom. He left the towel on the floor, the water dripping, and the soap in the basin. No matter how much she talked, or even yelled, Mother still had to clean up after him and hang the towel up. She presented the problem at a counseling session.

Since it was obvious that Mother and Jack were in a power contest, the solution lay in withdrawal. How could this be accomplished and still maintain order? It was suggested that Mother ask Jack where he would like to keep his towel and then follow through on the answer even if he wanted it on the floor. Mother agreed to this suggestion with some reluctance, since she is a very fine housekeeper.

At the following meeting, Mother, greatly amazed, reported that when asked the question, Jack had looked dumbfounded. After a moment's thought, he said he would like to have his own towel rack put at his level. Daddy immediately complied. Even after two weeks there has been no further disorder in the bathroom.

Withdrawal from the contest was indicated to Jack when he was asked what he wanted. This took him by surprise. His response indicated a relatively good relationship between Mother and son. As soon as the pressure was off he could recommend a solution. He complied with the request for order when respect for his needs was recognized and met. Rather than concentrating on a show of power, Mother had turned her attention to the needs of the situation and won cooperation.

gr 8/73

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

"A MEMORANDUM FROM YOUR CHILD"

from "The King's Business Magazine"

Re: Me

1. Don't spoil me. I know quite well that I ought not to have all I ask for. I'm only testing you.

2. Don't be afraid to be firm with me. I prefer it. It lets me know where I stand.

3. Don't use force with me. It teaches me that power is all that counts. I will respond more readily to being led.

4. Don't be inconsistent. That confuses me and makes me try harder to get away with everything that I can.

5. Don't make promises; you may not be able to keep them. That will discourage my trust in you.

6. Don't fall for my provocations when I say and do things just to upset you. Then I'll try for more such "victories".

7. Don't be too upset when I say "I hate you". I don't mean it, but I want you to feel sorry for what you have done to me.

8. Don't make me feel smaller than I am. I will make up for it by behaving like "big shot".

9. Don't do things for me that I can do for myself. It makes me feel like a baby, and I may continue to put you in my service.

10. Don't let my "bad habits" get me a lot of your attention. It only encourages me to continue them.

11. Don't correct me in front of people. I'll take much more notice if you talk quietly with me in private.

12. Don't try to discuss my behavior in the heat of a conflict. For some reason my hearing is not very good at this time and my cooperation is even worse. It is all right to take the action required, but let's not talk about it until later.

13. Don't try to preach to me. You'd be surprised how well I know what's right and wrong.

14. Don't make me feel that my mistakes are sins. I have to learn to make mistakes without feeling that I am no good.

15. Don't nag. If you do, I shall have to protect myself by appearing deaf.

16. Don't demand explanations for my wrong behavior. I really don't know why I did it.

17. Don't tax my honesty too much. I am easily frightened into telling lies.

18. Don't forget that I love and use experimenting. I learn from it, so please put up with it.

19. Don't protect me from consequences. I need to learn from experience.

20. Don't take too much notice of my small ailments. I may learn to enjoy poor health if it gets me much attention.

21. Don't put me off when I ask HONEST questions. If you do, you will find that I stop asking and seek my information elsewhere.

22. Don't answer "silly" or meaningless questions. I just want you to keep busy with me.

23. Don't ever think that it is beneath your dignity to apologize to me. An honest apology makes me feel surprisingly warm toward you.

24. Don't ever suggest that you are perfect or infallible. It gives me too much to live up to.

25. Don't worry about the little amount of time we spend together. It is HOW we spend it that counts.

26. Don't let my fears arouse your anxiety. Then I will become more afraid. Show me courage.

27. Don't forget that I can't thrive without lots of understanding and encouragement, but I don't need to tell you that, do I?

TREAT ME THE WAY YOU TREAT YOUR FRIENDS, THEN I WILL BE YOUR FRIEND, TOO.

REMEMBER, I LEARN MORE FROM A MODEL THAN A CRITIC.

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

MY NEIGHBOR

A summer Monday is washday to most women, but my neighbor is likely to pack her youngsters in the family jalopy and head for a picnic in the hills.

Is she lazy or busy? Silly or sensible? Negligent or inspiring? My neighbor lives without a schedule and follows no homemaking rules, but she has her own key to happy and adventurous living.

My neighbor is not a good housekeeper. Dust accumulates on the rungs of chairs in her home and there are dog hairs on the sofa. On some days her breakfast dishes aren't washed till noon, and occasionally the beds remain unmade all day long. Children's coats and sweaters are often thrown across the backs of chairs.

On a sunny summer morning, when every other sensible woman is hanging a snowy wash in a Monday breeze, my neighbor exclaims in delight, "What a lovely day for a picnic!" And gathering her four youngsters and any others whose mothers can part with them, she herds them into the family jalopy and heads for the hills.

After a suitable picnic spot has been located, the children race through the woods, discover gold-flecked stones in the creek, a skin shed by a snake, and a curling shoe sole, probably left there by some old prospector, who my neighbor will tell the children, undoubtedly discovered gold. And she'll show them how to catch minnows from the creek in a glass jar.

My neighbor doesn't do her mending promptly, and there are sometimes holes in the heels of the children's socks; yet she always finds time to create a costume for the class play and to decorate sugar cookies for a party. When her daughter needs a new party dress that strains the family budget, my neighbor will tint some faded organdy (that never got made into bedroom curtains) and stir up a ruffled concoction--the envy of all the girls.

My neighbor has a lively imagination that populates our area with cowboys, pirates, hideouts, secret passages, and fairy princesses. If you are on the alert, the children say, you may catch a glimpse of the elves who live on the hill behind my neighbor's house.

My neighbor spends precious hours fashioning clay into amusing rabbits, cows, and pigs. She can transform macaroni into strings of beads. Diced potatoes and toothpicks become rainy-day building materials. She knows how to make soldier hats and three-dimensional stars from old newspapers.

My neighbor can make a child laugh after he's fallen and stubbed his toe; and when he's naughty, she can make him feel like crying by the look in her eyes.

My neighbor's meals sometimes get all mixed up. When she's in a hurry she will serve cornflakes and toast for lunch, and pancakes for supper. Her kitchen is open to experiments and adventures. She lets the children mix and cut out cookies. Her cakes often fall, but the depression in the middle fills up with beautiful pink icing.

My neighbor's attic is full of old trunks, old books, and miscellaneous castoffs

which she insists will come in handy someday. Children find no more fascinating spot to play than among the rejects that have found their way into that untidy storehouse.

My neighbor's closets are a scandal. They are stuffed with piles of old magazines; a sack of old clothes "for dress-up play"; Easter, Thanksgiving, and Christmas decorations; faded Fourth of July bunting; and a six-year accumulation of Christmas cards. If you should need a scrap of "just that certain green" for making a patch, my neighbor has it in her rag bag. And if a small girl needs a piece of flowered pink material for a doll dress, it can be found there too. Somewhere in a box on an upper shelf are the children's first-grade schoolwork papers and their smeary art work; also the love letters written by her husband, Jim, during their courtship.

My neighbor finds laughter in the strangest things. When the dog, fresh from a bath, shakes water on the walls, she giggles like a schoolgirl. Not long ago she burned the family's breakfast cereal because she stepped outside to listen to a meadowlark--and stayed to admire the roses that had just come in bloom.

She finds what she calls "adventure in learning" by accompanying her children on field trips to observe grubs and caterpillars, snails, snakes, and frogs, pussy willows and toadstools. "All things," my neighbor says, "are new and wonderful through a child's eyes."

Some people say that my neighbor is lazy. She is described many ways--as lazy, busy, silly, sensible, negligent and considerate. But everyone agrees she is an inspiring teacher, a wonderful mother, a fearless adventurer in living. Without her, our neighborhood would be impoverished. We all love her.

MY NEIGHBOR, by Bernice Gerrie taken from Everywoman's Family Circle

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

"THE COURAGE TO BE IMPERFECT"

from a speech by Dr. Rudolf Dreikurs

I have chosen today to take only one aspect of our psychological orientation and present to you for your thoughts and consideration, the subject of "The Courage to be Imperfect". In this one subject and topic it seems that a number of basic problems facing us come to the fore. In this subject and topic we deal with our culture; we deal with the need for a re-orientation in a changing culture; we deal with the basic problems of education; and, finally we have here an area where we may even learn eventually to deal more effectively with ourselves.

We can well say that perfectionism is rampant today. A great many people try so hard to do right and to be right. Only a few psychiatrists are perhaps catching on to the implications of such a desire which has highly appreciated our fellow men, our society. So it may then perhaps be presumptuous to ask what right do we have to interfere with the peoples' desire to be right and do right and to become perfect. In a certain way we may even consider the term and the notion of God as the idea of perfection. In fact, the question of justice is intrinsically linked to the demand to have the right - the right distinguishing from wrong - punishing for the wrong and perhaps praising the right. Moral standards are impossible without a clear distinction between right and wrong, and stimulating efforts toward the right.

Let us perhaps first state the one thing: Right and wrong are judgments. In many cases they are valueless judgments. Right and wrong can be clearly defined only when we have absolutes - only an absolutistic way can we say "that is right" and "this is wrong". And there are many people who, out of the tradition of our culture, are still looking for these absolutes. Truth is an absolute: something is either wrong or right, true or false; that is how we think. And perhaps that is the way we have to act.

What we don't realize so often is that all of these absolutes are gone in a civilization which has become democratic. Absolutes are only possible if we have an authority which decides what's right and wrong. As far as we are concerned, in our private lives, we have become such an authority because each one of us determines himself that is right and that is wrong; that is true and that is false. But when it comes to a generalized statement, then we run into troubles. What is right for one may be wrong for the other. What is good for one, what is beautiful for one, may be not so for another one. And as we are losing the authoritarian order in our society we lose more and more the authorities which establish absolute judgments. We enter a world where even science has to make this adjustment. Mechanistic science in the 17th and 18th centuries, was still under the impression that one can easily distinguish between true and false; that truth must be found, despite of the warning of philosophers like Kant that the real thing can't be seen, that everything is approximation.

So we find today that right and wrong are also, approximations. We can only come closer to the right and see clearer something which is not so right. But the absolute right does no longer exist. The same way as we never can again dream about finding the absolute truth. Every truth is approximate, for the time being, until a better truth is found.

I have found many, many people who try so hard to be good. But I have failed yet to see that they have done so for the welfare of others. What I find behind these people who try to be so good is a concern with their own prestige. They are good for the

benefit of their own self-elevation. Anybody who is really concerned with the welfare of others won't have any time or interest to be concerned with the question of how good he is.

To explain that a little bit further, I might perhaps present to you two ways of movement on the social scene; two ways of working, of applying oneself. We can distinguish them as the horizontal plane and the vertical plane. What do I mean by that? Some people entirely and others in certain areas move on the horizontal plane. That means whatever they do they move toward others; they want to do something for others, they are interested in others - they merely function. That is clearly distinguishable from another motivation by which people move on the vertical plane. Whatever they are doing, they are doing it because they want to be higher, they want to be better.

As a matter of fact, improvement, contributions, can be done in either way; there are people who do something well because they enjoy doing it; and others can do something well because they are so glad to prove how good they are. Even human progress probably depends just as well on the contributions of those who move on the horizontal and on the vertical plane. Many have done tremendous benefit to mankind actually motivated only by the question of proving how good they are - looking for their own superiority. And others have done a great deal of good-- as we call it, in an unselfish way-- without consideration of what they may get out of it.

And yet, there is a fundamental difference in the way how things are accomplished, whether you move on the horizontal or on the vertical plane. When you move on the vertical plane you go up; you increase your knowledge, you increase your status, your respect, your prestige - perhaps even your money. But at the same time nobody who moves on the vertical plane is ever only moving up. He is constantly moving up and down, up and down. One day when he does something good he moves a few notches up; next moment when he makes some mistake himself places him down again. Up and down, up and down. That is exactly the plane on which most of our contemporaries move today. The consequences are obvious. A person who moves on the vertical plane can never be sure that he is high enough, never be sure that the next morning he might have come down again. Therefore, he has to live in tension and fears and anxieties. He is constantly vulnerable. As soon as something doesn't go well, down he goes - if not in the opinion of others, then in his own.

Quite different is the movement on the horizontal plane. The person who moves on the horizontal plane is constantly moving ahead in the direction he wants to move. He doesn't move up, but he moves ahead. If something goes wrong, he considers what's going on, tries to find a way around, tries to remedy it. He is merely motivated by interest. If this motivation is very strong, he may even have enthusiasm. But he doesn't think about his own self-elevation; he is more interested in what he is doing than how it would reflect on him, he is interested in functioning instead of being concerned with his status or prestige.

And so we can see how on one side, on the horizontal plane, there is the desire to be useful. On the vertical plane we have the desire for self-elevation, with the constant fear of making mistakes. And yet, most people today, stimulated by our general social values of social competition, are entirely devoting themselves to the problem of their own value and self-elevation - never sure that they are good enough, never quite sure that they will "measure-up" even though they may in the eyes of their fellow man be highly successful.

Now that bring us, then to a crucial question for those who are so concerned with self-elevation. The crucial question is the problem of mistakes - making a mistake.

Perhaps we first have to state a little bit clearer why people became concerned -- badly

concerned - with the danger of making a mistake. We can perhaps refer first to our tradition, to our cultural tradition. In an autocratic society, making a mistake is unpardonable, intolerable. The king, the master, never makes a mistake because he has the right to do as he damn pleases. And there is nobody who can tell him that he has done something wrong, at danger of losing his head. Mistakes are only possible to be made by subordinates. The only one who decides whether we make a mistake is the boss.

Making a mistake means thereby noncomformity with the demands: "As long as you do as I tell you, there is no mistakes possible, because I am right. I say so. Making a mistake therefore means that you don't do what I tell you. And I won't stand for that. If you dare to do something wrong - that means different from what I tell you - you can count on the worst possible punishment. And in case you have any delusion that I might not be able to punish you, there will be somebody higher than me who will see to it that you will be punished. A mistake is a deadly sin. Making a mistake incurs the worst possible fate." That is a typical and necessary authoritarian concept of cooperation. Cooperation means: Doing as I tell you.

Now it seems to me that our contemporary fear of making mistakes is <u>not</u> of the same order than the fear of subordinates in an autocratic society. It seems to me that our fear of making a mistake has a different meaning. It is the expression of our highly competitive way of living. Making a mistake becomes so dangerous not because of the punishment - of which we don't think - but of the lowering of our status, of the ridicule, of the humiliation, which it may incur: "If I do something wrong and you find that I am doing something wrong, then I am no good. And if I am no good, then I have no respect, I have no status. Then you might be better than me." Horrible thought!

"I want to be better than you because I want to be superior." Particularly in our present era where so many other signs of superiority are gone. Where the white man can no longer be so proud of his superiority because he is white; and the man can't feel he is so superior because he is a man and looks down on the women, they don't let him do this anymore. And even the superiority of money is another question because we can lose it. The Great Depression has shown it to us.

There is only one area where we still can feel safely superior: When we are right. It is a new snobbishism of intellectuals: "I know more, therefore, you are stupid and I am superior to you." It is superiority of the moralists: "I am better than you; therefore, I am superior to you." And it is in this competitive strive to establish a moral and intellectual superiority that making a mistake became so dangerous again because, "If you find out that I am wrong, how can I look down at you? And if I can't look down at you, you certainly will look down at me".

That is our human relationship of today - in our community just as much as in our families; where brothers and sisters, husband and wives, parents and children look down on each other for doing wrong and each one trying so desperately to prove that he is right and the other one is wrong. Except, those who don't care any more can tell you, "You are right, you think, but I have the power to punish you; I will do what I want, and you can't stop me." But of course, while we feel defeated by a little child who is our boss and does as he pleases, we still have one thing left: at least we know we are right and he is wrong.

When you try to be cautious, if you try to use your judgment, you are not thinking about "I shouldn't make this mistake;" you are merely trying to do what the situation would warrant. But anybody who is fascinated by the possibility of making a mistake is most liable to make one. Preoccupation with the danger of making a mistake leads you smack into it. The best way of avoiding a mistake is doing your part and don't think about the possibilities of mistakes.

Actually, all these people who try so desperately to avoid a mistake are endangering themselves. The reason for that is two fold. Number one, when you think about the mistake which you might make, you do to yourself the greatest of harm by discouraging yourself. We know that discouragement is the best motivation to do something wrong. In order to do something right, one has to have confidence - self-confidence. When you think about the mistake you might make you express your lack of faith in yourself, your lack of confidence in yourself. And, consequently, out of this discouragement we are more prone to make a mistake.

But there is another psychological mechanism which makes concern with mistakes so dangerous. We know today that everybody moves in accordance with his expectation. When you expect to do something, and really convinced you will do it, you are most prone to do it. You won't always do it because there may be other factors involved. But, as far as you are concerned, when you expect to behave in a certain way, you are most prone to behave in this way.

I don't know how many of you had the experience when you learned to ride a bicycle or to ski. I learned both and I had experience in both where the first time I am alone on a bicycle in the middle of a street, completely empty except one thing stands there in the middle; it is much more difficult to hit the one thing except to go around left or right, but you will hit it, because you expect to hit it. The same when you are on skis and there is a tree here. Why should you just hit this one tree? But you will, the first time you are on the skis, because that is what you expect from yourself in what you are doing. We are moving ourselves in line with what we anticipate and therefore, anticipating the danger of mistake makes us more vulnerable.

The mistake presents you with a predicament. But if you are not discouraged, if you are willing and able to take and utilize your inner resources, the predicament is only stimulating you to better and more successful efforts. There is no sense of crying over spilled milk. But most people who make a mistake feel guilty; they feel degraded, they lose respect for themself, they lose belief in their own ability. And I have seen it time and again; the real damage was not done through the mistakes they made but through the guilt feeling discouragement, which they had afterwards. Then they really messed it up for good. As long as we are so preoccupied with the fallacious assumption of the importance of mistakes, we can't take mistakes in our stride.

Now let's see what consequences these facts have on education and on living with oneself. It is my contention, that our education today is very largely what I call, "Mistake-centered". If you could enumerate the various actions of a teacher in a class and could enumerate for every hour and every day what she is doing with the children, you would be surprised how many of her actions are directly dealing with mistakes which children have made. As if we were obliged to primarily correct or prevent mistakes.

I feel that in the majority of tests given to students the final mark does not depend on how many brilliant things he said and did, but how many mistakes he made. And if he made a mistake he can't get a hundred regardless of how much he has contributed on other parts of the same assignment. Mistakes determine the value. In this way, we unwittingly add to the already tremendous discouragement of our children.

It seems to me that our children are exposed to a sequence of discouraging experiences, both at home and in school. Everybody points out what they did do wrong and what they could do wrong. We deprive the children of the only experience which really can promote growth and development; experience of their own strengths. We impress them with their deficiencies, with their smallness, with their limitations; and at the same time try to drive them on to be much more than they can be. If we want to institute in children the enthusiasm which they need to accomplish something, the faith in themselves, regard for their own strengths; then we have to minimize the mistakes they are making and emphasize all the good things not which they could do, but which they do do.

A teacher who is defeated by a child who is exceedingly ingenious in defeating her wouldn't think of giving the child credit for the ingenuity and brains which he uses in defeating her. But that's exactly the only thing which might get the child to stop defeating her; if he would get some appreciation for what he is doing instead of being told, "You can't do it to me," when the teacher knows as well as the child that he can. But for every one child who really studies and grows and learns and applies himself, driven by this fear; "You are not good enough, what you ought to be. You have to try so hard" - for every one of these children who succeeds, are literally thousands who give up; "I can't be as good as Ma and Teacher wants me to be. What's the sense of trying. I can't be as good and important as I want to be. I have to find other ways - and they switch to the useless side."

Most of our juvenile delingquents are the product of a perverted ambition instilled in them by a well-meaning parent and teachers in telling them how good they ought to be. Only that they preferred to be good in easier ways than by studing and applying themselves. If they smoke, drive a hot-rod car, indulge in sex, get in conflict with police, break windows and whatever have you; then they are heroic, then they are important. It's easier and much more gratifying because they really feel important and by golly, our fear gives them all the reason to feel important because they defeat us, society collectively, as they defeat their parents and teachers. And they are all over-ambitious driven by the idea - how important they ought to be and finding no other outlet except on the useless side, so misbehaving.

And so then this mistaken idea of the importance of mistakes leads us to a mistaken concept of ourselves. We become overly impressed of everything that's wrong in us and around us. Because, if I am critical of myself, I naturally will be critical of the people around me. If I am sure that I am no good, I have at least to find that you are worse. That is what we are doing. Anbody who is critical of himself is always critical of others.

And so we have to learn to make peace with ourselves as we are. But many say, "What are we-after all? We are a speck of sand on the beaches of life; we are limited in time and space. We are so small and insignificant. How short is our life, how small and insignificant is our existence. How can be believe in our strength, in our power?"

When you stand before a huge waterfall, or see a huge snow-capped mountain, or are in a thunderstorm - most people are inclined to feel weak and small, confronted with this majesty and power of nature. And very few people draw the only conclusion which in my mind would be correct; the realization that all this power of the waterfall, the majesty of the mountain and this tremendous impressiveness of the thunderstorm are part of the same life which is in me. Very few people who stand in awe of this expression of nature stand in awe before themselves, admiring this tremendous organization of their body, their glands, their physiology, this tremendous power of their brain. This self-realization of what we are is missing because we are only slowly emerging from a traditional past of autocracy where the masses didn't count and only the brains and only the emperor and the divine authority knew what was good for the people. We haven't freed ourselves yet from the slave mentality of an autocratic past.

How many things would be different in everyone's surroundings if we hadn't lived? How a good word there encouraged some fellow and did something to him that he did it differently and better than he would have otherwise. And through him somebody else was saved. How much we contribute to each other, how powerful we each are - and don't know it. And that is the reason then why we can't be satisfied with ourselves and look to elevate ourselves being afraid of the mistakes which would ruin us - and try desperately to gain the superiority over others. So perfection, therefore, is by no means a necessity; it is even impossible.

There are people who always are so afraid of doing wrong because they don't see their

value; remain eternal students because only in school one can tell them what is right, and they know how to get good grades. But in life you can't do that. All the people who are afraid of making a mistake, who want by all means to be right, they can't function well. But there is only one condition on which you can be sure you are right when you try to do something; would you like to know? There is one condition alone when you try to do something which would permit you to be relatively sure whether you are right or wrong. That is afterwards. When you do something you never can be sure - you can only see by the results how it turns out. Anybody who has to be right can't move much, can't make any decision, because we can never be sure that we are right. To be right is a false premise and it generally leads then to the usage of this right. Have you any idea how wrong the right people can be? Have you any idea of the difference between logical right and psychological right? How can you have an idea how many people are torturing their relatives and their family members because they have to be right - and unfortunately they are? There is nothing worse than a person who always has the right argument. There is nothing worse than a person who always is right morally. And he shows it.

We are dealing in America with a horrible danger to which we have to call attention. Do you know that our American women are becoming a general, universal threat? Merely because they try so hard to be good. Go in any average classroom and look at all these bright, intelligent, good students - the girls. And the toughies who don't want to come to school and don't want to study. Look at all these mothers who try so desperately to be good - and neither their husbands nor their children have any chance.

This right morally and right logically is very often an offense for human relationships. In order to be right you sacrifice kindness, warmth, patience; if you want, tolerance. No, out of this desire for rightousness we don't get peace, we don't get cooperation; we merely end up by trying to give the others the idea how good we are when we can't even fool ourselves. No. To be human does not mean to be right, does not mean to be perfect. To be human means to be useful, to make contributions, not to judge oneself and others. To take what there is and make the best with it. It requires faith in oneself, respect for oneself, and faith and respect for others. But that has a prerequisite: That we can't be overly concerned with the shortcomings, because if we are impressed and concerned with shortcomings, we have no respect, neither for ourselves nor for others.

We have to learn the art to realize that we are good enough as we are - because we never will be better, regardless of how much more we may know, how much more skills we may acquire, how much status or money or what-have-you. If we can't make peace with ourselves as we are, we never will be able to make peace with ourselves. And this requires the courage to be imperfect, it requires the realization that I am no angel, that I am not superhuman, that I make mistakes, that I have faults; but I think I am pretty good because I don't have to be better than the others. Which is a tremendous relief if you accept that. Just being yourself. The devil of vanity, the golden calf of my superiority. If we learn to function, to do our best regardless what it is; out of enjoyment of the functioning we can grow just as well if not better than if we would drive ourself to be perfect - which we can't be.

We have to learn to live with ourselves and the realization of the natural limitations and the full awareness of our own strength.

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

QUESTIONS FOR FINAL EVALUATION OF STUDY GROUP EFFECTIVENESS

1. What is your over-all impression of the value to you of this group study?

_____Excellent _____Good _____Fair

2. In what ways have you found your family living has changed?

3. What aggravated or disappointed you about the sessions?

4. What suggestions do you have for improvement of future groups?

5. Would you be interested in participating in another group in the future (repeat or follow-up)? If so, indicate here a desire to be contacted

6. Any other thoughts or suggestions?

8/73 gr

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

LIST OF SUPPLEMENTAL READINGS

Other than Children: The Challenge

CHALLENGE OF MARRIAGE - Dreikurs (very good)

ENCOURAGING CHILDREN TO LEARN - Dreikurs & Dinkmeyer (for teachers or parents)

SOCIAL EQUALITY: THE CHALLENGE OF TODAY - Dreikurs (most recent and most complete of his writings - excellent)

LOGICAL CONSEQUENCES, A NEW APPROACH TO DISCIPLINE - Dreikurs & Grey

A PARENTS' GUIDE TO CHILD DISCIPLINE - Dreikurs & Grey

PSYCHOLOGY IN THE CLASSROOM - Dreikurs

MAINTAINING SANITY IN THE CLASSROOM - Dreikurs, Grunwald, Pepper (excellent --- written after "Psychology in the Classroom")

BETWEEN PARENT AND TEEN-AGER - Ginott (most ideas very similar to Dreikurs)

TEACH YOUR BABY - Painter

PARENTS ON THE RUN - Beecher and Beecher (good reading)

MISSION FOR MOTHER - Allred (brings together ideas of Mormon religion and Children: The Challenge)

RAISING A RESPONSIBLE CHILD - Dinkmeyer

COPING WITH CHILDREN'S MISBEHAVIOR - Dreikurs

DISCIPLINE WITHOUT TEARS - Dreikurs & Cassel (A guide for teachers)

8/73 gr

ADDITIONAL MATERIALS

PARENT AND TEACHER EDUCATION TRAINING COURSE

9/18/73 6:30-7:00 Organize 7:00-8:[illegible] Introductory Presentation 8:00-8:[illegible] Break 8:15-9:15 Complete Introduction and summarize	10/23/73 6:30-7:30 Encouragement 7:30-7:45 Bre[illegible] 7:45-9:15 Family in Focus Extension and Second Time In-Service Hand in Logical Consequences - Write a letter of encouragement for two of your students - Bring carbon copy Hand out - Encouragement	11/27/73 6:30-7:30 Parent Study Groups Presentation a[illegible] Panel 7:30-7:45 Break 7:45-9:15 Family in Focus Hand out on Parent Study Groups
9/25/73 6:30-7:30 Family Constellation Presentation 7:30-7:45 Break 7:45-9:15 Family in Focus Extension class-Second time In-Service Assignment-Observation of Adult-Child Interaction - write up. Hand out - Family Constellation	10/30/73 6:30-8:00 Class Meeting Elk Grove teachers who have class meetings. Film-Dreikurs - Counsels a family Extension and Second Sem. in-Service - Hand in carbon copies of Letters of Encouragement Hand out - Class Meeting	12/4/73 6:30-7:30 Teacher Study Groups 7:30-7:45 Break 7:45-9:15 Family in Focus or Follow-up Group Hand out - Teacher Study Groups
10/2/73 6:30-6:50 Review-Family Constellation 6:50-7:20 Small groups to discuss Family Constellation and how we might use information 7:20-7:45 Summarize 7:45-9:15 Family in Focus Ext Class - Second time In-Service - hand in Observation of Adult-Child Hand out - Case Studies	11/6/73 6:30-7:30 Panel on Encouragement Elk Grove teachers, Principals, Parents, and Psychologists 7:30-7:45 Break 7:45-9:15 Family in Focus	12/11/73 6:30 Extension Class and Second Time In-Service - Case studies and assorted Activities
10/9/73 6:30-7:30 Mistaken Goals of Misbehavior 7:30-7:45 Break 7:45-9:15 Family in Focus Hand out - Goals	11/13/73 6:30-7:30 Group Counseling 7:30-9:00 Group discussion with fourth-fifth graders Hand out - Group Counseling	12/18/73 Extension Class and Second Time In-Service - Case Studies and Assorted Activities
10/16/73 6:30 Dr Donald Larson-Guest Logical Consequences vs. Punishment - lecture Classroom in Focus Extension and Second Time In-Service Assignment: Write up an example of a logical consequence that you used and explain outcome Hand out - Logical Consequences	11/20/73 6:30-7:30 Tape: Courage to be Imperfect 7:30-7:45 Break 7:45-9:15 Family in Focus Hand out - Courage to be Imperfect	1/8/74 6:30 Extension Class and Second Time In-Service - Summarizing or Culminating Activities.

DISCUSSION OUTLINE FOR "CHILDREN" THE CHALLENGE" - ELK GROVE PARENT STUDY GROUPS

Wk.	Chapters	Handouts	Homework
1	Organize group & get acquainted Introduction for Participants Family Constellation Mt. Pleasant tape (40 min.)	Introduction for Participants Discussion Outline Family Constellation	Read for Foreword
2	1 - Our Present Dilemma 2 - Understanding the Child [illegible] - Time for Training 35 - Have Fun Together	Run-Away Day ABC's Before - After	Observe another family constellation
3	3 - Encouragement [illegible] - Listen [illegible] - Watch Your Tone of Voice	Why Not Praise (Encouragement Packet) Rules of Thumb	Observe your family atmosphere regarding "Our Present Dilemma" (don't try to change anything yet!)
4	5 - Punishment & Reward 6 - Natural & Logical Consequences	Logical Consequences	Use a consequence
[illegible]	4 - Mistaken Goals 15 - Avoid Undue Attention 16 - Sidestep The Power Struggle 17 - Withdraw From Conflict [illegible] - Action, Not Words 21 - Do The Unexpected 24 - Stay Out of Fights	Mistaken Goal Chart	Look for specific goal of misbehavior
7	28 - Make Requests Reasonable & Sparse 38 - Talk With Them, Not To Them 39 - Family Council	Family Council Handouts	Have a Family Council
8	7 - Be Firm Not Dominating 11 - Eliminate Criticism 29 - Courage to Say "No" [illegible] - Be Consistent	How To Ruin Your Child Ten Commandments Making Family Life Satisfying	Minimize mistakes
[illegible]	8 - Show Respect For Your Child 9 - Respect for Order [illegible] - Respect For Rights of Others [illegible] - Maintain Routine 14 - Win Cooperation	Give Me a Job Towel On The Floor Memorandum From Your Child	Try a new method of winning cooperation
10	19 - Don't Shoo Flies 22 - Refrain from Overprotection 23 - Stimulate Independence 25 - Unimpressed by Fears 27 - Don't Feel Sorry		Refrain from doing for your child what he can do for himself (i.e., - Make his bed or lunch -- don't wait on him!)
11	26 - Mind Your Own Business 30 - All In The Same Boat [illegible] - Take It Easy 34 - Downgrade Bad Habits 36 & 37 - TV/Religion	My Neighbor	RELAX!
12	Tape - Courage To Be Imperfect (40 min.)	Courage to Be Imperfect Final Evaluation List of Supplemental Reading	Keep Practicing and enjoy your family life!

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Instructional Services
Elk Grove, California

INTRODUCTION FOR PARTICIPANTS IN PARENT STUDY GROUPS

Parent Study Groups, using the book Children: The Challenge by Dr. Rudolf Dreikurs and Vicki Soltz, provide a self-help method by which lay parents can work together cooperatively to increase their effectiveness as parents.

What is the purpose of Parent Study Groups?

The purpose of the study group is for small groups of parents to get together to read and learn through discussion some common sense ideas for developing a cooperative and harmonious family atmosphere. The book offers a philosophy of child rearing and family living appropriate to a democratic society. It teaches a logical discipline of cooperation and mutual respect, rather than an autocratic atmosphere dictated by any one member of the family.

What are the advantages of group study?

In group discussion we are stimulated to re-examine our traditional methods of child raising, to share our ideas with each other, and to learn new techniques that will be helpful in establishing a rewarding relationship with our children. Members feel motivated to try a new approach, because they know others are interested in their results. They find that other members share similar problems, and all are working to increase their family happiness.

What sort of parents join a study group?

Parents desiring to work more effectively with their children, parents looking for more harmony and cooperation in their families, parents feeling harried, even defeated, and wanting to cope better are parents who find study groups helpful.

What do parents actually learn ?

Parents learn to better understand the motivations of their children and to improve their relationships with them; they learn how not to be outwitted by their children; they learn how to give meaningful responsibility to children, and how to develop effective ways of improving communiction and mutual respect.

Couldn't a parent just read the book?

Yes. But the probabilities of significant and lasting behavior changes in the family would be low. Usually, parents who read the book find that it makes sense and often think they ought to apply some of the new concepts. However, without some support, it is difficult for most people to try a different approach.

What if only one parent joins?

It is desirable for both parents to join, but it is not necessary and would be unrealistic to expect it always. One parent can effect constructive and beneficial changes.

It is not uncommon for an enthusiastic parent to want her/his spouse to accept the new ideas discussed in the group, however, the particiapating parent will

find that the spouse will be more cooperative when seeing the principles effectively applied, rather than talked about.

Who are the leaders?

Parent study group leaders are laymen, like yourselves. They have attended parent study groups and leader's meetings, but they are unpaid volunteers who have taken the initiative in seeing that parent study groups continue. They pretend to no superior knowledge of the book. The book is the expert. If they seem to understand the material a little better, it's only because they started thinking about it sooner. You come to the group to talk about ideas presented in the book. The leaders will be counting on you for your contributions and your opinions about the authors' ideas. This is your group. It will be a stimulating and enjoyable experience just in proportion to the interest and energies you contribute to it.

Is this a form of therapy?

No. These groups do not perform psychiatric functions. The work is toward education and re-education for parenthood. In the foreword of Children: The Challenge, Dr. Dreikurs stated; "We are not teaching parents psychology, but rather we are attempting to present to them practical steps in a new direction."

Children : The Challenge represents a lifetime of experiences with children - their problems, their delights, their challenges, as observed by one of America's most important child psychiatrists, Dr. Rudolf Dreikurs.

Adapted by Elk Grove Parent Study Group Leaders from materials prepared by ASHR-Bellingham, Washington and by OSIP-Corvallis Oregon.

Excerpts form Children; The Challenge by Dreikurs and Soltz.

ELK GROVE UNIFIED SCHOOL DISTRICT
Office of Special Programs

THE ABC'S OF GUIDING THE CHILD[1]
By Rudolf R. Dreikurs and Loren Gray

Golden Rule: Do unto others as you would have others do unto you." This is the basis of democracy, since it implies equality of individuals.

Respect, based upon the assumption of equality, is the inalienable right of all human beings. No one should take advantage of another; neither adult nor child should be a slave or tyrant. Adults have an unrecognized prejudice against children, which prevents them from really respecting the child. When adults show respect for the child they consider his opinions, his judgment. Parents and teachers who show respect for the child - while winning his respect for them - teach the child to have faith in himself and others.

Encouragement implies faith in and respect for the child as he is. Don't discourage the child by having too high standards and being overambitious for him. A child misbehaves only when he is discouraged and believes he cannot succeed by useful means. A child needs encouragement as a plant needs sunshine and water. When we tell a child he could be better we are really saying he is not good enough as he is.

Children Who "Don't Care" are Displaying a Facade of Courage-Bravado. Many children who seemingly don't care what others do are discouraged about their ability to do what is required. To protect themselves from constant recriminations and punishment, they "don't care" what others think or do. They believe they no longer are able to act properly. Every child wants basically to belong and be accepted in his environment.

Feeling of "Security" are purely subjective and not necessarily related to the actual situation. Security cannot be found from the outside; it is only possible through the feeling of strength. A child, to feel secure, needs:

Courage - I'm willing to take a chance"
Confidence - "I'll be able to handle it"
Optimism - "Things will turn out all right"

Obviously adults can do much toward influencing children in these directions by setting examples of courage, confidence, and optimism in their daily lives.

Reward and Punishment are outdated. A child soon considers a reward his right and demands a reward for everything. He considers that punishment gives him the right to punish in turn, and the retaliation is usually more effective than the punishment inflicted by the parents. Children often retaliate by not eating, fighting, neglecting schoolwork, or otherwise misbehaving in ways that are the most disturbing to parents and teachers.

1
Adopted from a pamphlet edited and revised by Margaret Goldman and printed by the Chicago Community Child Guidance Centers.

Natural and Logical Consequences are techniques which allow the child to experience the actual result of his own behavior.

Natural consequences are the direct result of the child's behavior. For example: A child is careless, falls down, hurts his knee. Next time he will be more careful.

Logical consequences, if properly applied, are established by adults, but are a direct and logical - not arbitrarily imposed - consequence of the transgression. For example: A child is late for dinner. Instead of reminding or punishing, mother has quietly removed his plate. Regardless of his reaction, parents maintain a friendly attitude, based on the assumption that the child was not hungry enough to come when dinner was served.

In both instances the parent allows the child to experience the consequences of his own actions, instead of using personal authority through reminding and punishing. Through these techniques the child is motivated toward proper behavior through his personal experience of the social order in which he lives. Only in moments of real danger is it necessary to protect the child from the consequences of his disturbing behavior.

Natural consequences are always effective. Logical consequences can only be applied if there is no power contest; otherwise they degenerate into punitive retaliation.

Acting Instead of Talking is more effective in conflict situations. Talking provides an opportunity for arguments in which the child can defeat the parent. Usually a child knows very well what is expected of him. Never explain to a child what he already knows and has heard repeatedly. Talking should be restricted to friendly conversations and should not be used as a disciplinary means. For example: If you are driving your car and the children start to quarrel and fight, instead of telling them to be quiet, the parent can pull the car to the curb and simply wait for them to be quiet. If the parent maintains a calm, patient attitude, he can, through quiet action, accomplish positive results. In a similar fashion the teacher can more effectively calm a noisy class by lowering rather than raising her voice.

Withdrawal or Disinvolvement as an Effective Counteraction: Withdrawal (leaving the child and walking into another room) is most effective when the child demands undue attention or tries to involve you in a power contest. He gets no satisfaction in annoying if nobody pays attention, nor will his tantrums work without an audience. Withdrawal is not surrender nor indifference. Beware of overconcern: feeling you must "do something" about every situation. Merely ignoring a disruptive incident in a classroom will sometimes produce the same result. The most effecitve method of classroom disinvolvement is through the understanding by the entire class group to ignore a child who is attempting to gain attention by misbehaving. Such a child gets no satisfaction from annoying if no one pays any attention nor will his tantrums work without an audience. Withdrawal is not surrender nor indifference. Beware of overconcern, the feeling that you must do something about every situation. Often doing nothing effects wonderful results.

Withdraw from the Provocation but not from the Child. Don't talk in moments of conflict. Give attention and recognition when children behave well, but not when they demand it with disturbing behavior. The less attention the child gets when he disturbs, the more he needs when he is cooperative. You may feel that your anger helps get rid of your own tensions, but it does not teach the child what you think he should learn.

Distinguish Between Positive and Negative Attention If you want to influence children's behavior Positive attention is any action toward the child that is basically friendly Negative attention is any action that is basically unfriendly (annoyance, anger, and the resulting scolding, punishment - see Goals). Children who are discouraged about their ability to behave properly will misbehave in order to gain the adults attention - even though it is negative attention. Feeling unable to gain positive attention, and regarding indifference as intolerable, children resort to activities which get them negative attention. Negative attention is the evidence that they have succeeded in accomplishing their goal.

Children Know What is Right and Wrong, but the knowledge doesn't prevent them from doing what is wrong. If the child gains benefits (negative attention) from his wrong behavior, he will continue it Parents and teachers find it difficult to understand that children regard negative attention as a benefit Consequently they resort to preaching right and wrong to a child who is well aware of the difference.

We Must See the Purpose of a Lie instead of regarding it merely as "bad". Lying, like all human behavior, serves a purpose. Children may lie to avoid punishment, to make themselves feel important, to defy the parents, etc. Most parents condemn and punish children for lying, feeling morally outraged, thereby giving the child the satisfaction which he sought in lying. Unless we become aware of the function of the lie, we can do nothing about it Preaching is ineffectual and may ultimately convince the child that he is a "liar" and a "bad" person.

Don't Interfere in Children's Fights By allowing children to resolve their own conflicts they learn to get along better. Many fights are provoked to get the parent or teacher involved, and by separating the children or acting as judge we fall for their provocation, thereby stimulating them to fight more.

Fighting Requires Cooperation We tend to consider cooperation as inherent in a positive relationship only. When children fight they are also cooperating in a mutual endeavor. If one does not wish to continue, the fight stops. When adults learn this, they will discontinue punishing the "culprit" and dispensing sympathy to the "victim." Often the younger, weaker child provokes a fight so the parents will act against the older child. When two children fight, they are both participating and are equally responsible.

Take time for Training and teaching the child essential skills and habits. Don't attempt to train a child in a moment of conflict. Allow for training at calm times, regularly, until the lesson is learned. If many areas need improvement, give attention to one at a time. Limit yourself to what you can do. Those who "do not have time" for such training will have to spend much more time later on correcting the mistakes of an untrained child

Limit Yourself to What You can do When many areas of conflict exist, parents and teachers often try to correct everything at once. In attempting such an impossible task, they generally threaten or warn children of future punishment or consequences. Often such statements are meaningless since the parent discovers he cannot enforce his words. They will have more success with children if they limit their discipline to areas in which they can enforce rules merely by being firm. For example: If you are unable to keep a child indoors, don't insist that he stay in. If your school has rules against allowing children to loiter in the school hallways, don't try to discipline him by making him stay in the hall.

Avoid Letting Your Own Need for Prestige influence you in training children. For example: If your child knows how to dress but is sloppy about his personal appearance, avoid the impulse to remind him or straighten his clothes yourself because you are afraid of what others will think of you as a mother. Your own prestige is less important than letting the child learn for himself. As well, as a teacher, if you feel you are making progress in helping a child in your classroom, don't run for cover at the first sign of parental disapproval. Instead, try to persuade the parent to give some time to see how your method will work.

Great Expectation Often Produce Little Results. First distinguish between great expectations and realisti expectations. Once a child has learned to tie his shoes, he is always expected to tie them. This is a realistic expectation based on the child's demonstrated ability. Great, or high expectations are based primarily on the parent's desire for excellence in their children. Ambitious, competitive parents demonstrate to their children their high expectations through exacting demands and pressures to "do better." Parental ambitions for children concern any quality the parents deem important; i.e., intellectual achievement, popularity, artistic skill, masculinity, ad infinitum. Such parents want their children to be the best in the area of the parents' choosing. Parents with bright children usually comment, you could do better if you tried, which is tantamount to, "you are not good enough the way you are." Remarks of this nature coupled with parental pressures are usually discouraging in the child who then produces little or no achievement.

Teachers are often no less prone to be overambitious for their students, particularly those who are gifted. All to frequently the contributions of gifted children are inhibited by too much teacher pressure to "achieve up to your potential" (which means get grades equal or better than the test scores). On the other extreme too much individual attention and segregation into classes of only their own kind, serves to make such children feel they are superior and "special", and therefore need not pay much attention to or cooperate with their less gifted schoolmates. As a result their social interest becomes so inhibited that they fail to make the contribution to society that their ability may warrant.

Competition Means "I give up where you succeed - I move into areas where you fail. Each child wants an individual place and recognition in his family. If brother or sister has established an area of success in ability or personality, the other sibling will differ in an attempt to be unique, feeling unable to attain the success of the other. For example: if the first child excels in school work, the second, feeling discouraged about his ability to "be as good as his sibling" may give up in that area and become disinterested in school work. Or, if one child is not pleasant, the next may be utterly charming, etc. Too many parents and teachers help to establish an atmosphere of competition, rather than cooperation - the more competitive and ambitious they are, the more children will suffer.

Never Do for a Child What He Can Do for Himself. A "dependent" child is a demanding child. Maintain order and establish you own independence. Most adults underestimate the abilities of children. Give children opportunities and encouragement to become contributing members of the family and other groups. Children become irresponsible only when we fail to give them opportunities to take on responsibility. In assuming the child's responsibility we deprive him of the opportunity to learn. Don't indulge yourself by giving service.

Overprotection Pushes a Child Down. When mother or teacher gives service to a child who is able to do things for himself, she is saying effect, "you are too small, too lacking in ability, too lacking in judgment - you are inferior."

Adults may feel they are giving when they act for a child; actually they are taking away the child's right to learn and develop. Most adults have an unrecognized prejudice against children; they assume children are incapable of acting responsibility. When society begins to have faith that our children can behave in a responsible way, while allowing them to do so, the children will assume their own responsibilities.

Over-Responsible Parents and Teachers Often Produce Irresponsible Children. Those who take on the responsibility of the child by reminding or doing for him encourage the child to be irresponsible. The child quickly learns that he does not have to remember for himself - someone else will remember for him. He also learns that he does not have to do things for himself - eventually somebody will do them for him. A child who always "forgets" usually has a mother who always remembers. Teachers as well as parents must learn to mind their own business" and let the child learn from the logical consequences of his own behavior.

Parents' Dependence on the Child is a difficult concept to recognize. In many instances a mother who constantly reminds and does things for a child unnecessarily not only takes the child's responsibility away from him, but also becomes dependent on him for her feelings of importance as a mother. Often mothers will feel uselss in the home unless they keep themselves contantly busy with the child.

"Good" Mothers are America's Tragedy. They feel worthless if their children are not perfect. In their determination to achieve this ambition, they correct every deficiency and give continuous service, often raising children who become deficient and irresponsible. "Goodness walks hand-in-hand with "superiority," often neither husband nor children have a chance in life with such a "superior" mother. A "good" mother always knows best,is always "right!"

Children are Good Observers but Poor Interpreters.Children are able to observe activities accurately, but often draw incorrect conclusions from them. Example: When a new baby arrives, mother necessarily pays a great deal of attention to it. The older child sees and interprets this to mean that mother loves baby more than him. He equates attention and love. Or, a child who is pampered greatly may conclude that he is a helpless baby. He observes how his parents treat each other, and wrongly concludes that all men and women behave this way. His observations are keen, his interpretations often faulty. It is the faulty interpretation that remains with him throughout his life, coloring all his behavior.

Understand the Child's Goal. Every action of a child has a purpose. His basic aim is to have his place in the group. A well-adjusted child has found his way toward social acceptance by conforming with the requirements of the group and by making his own useful contribution to it. The misbehaving child is still trying, in a mistaken way, to feel important in his own world. For example: A Young child who has never been allowed to dress himself (because "I'm in a hurry"), who has not been allowed to help in the house ("you're not big enough to set the table"), will lack the feeling that he is a useful contributing member of the family, and will feel important only when arousing mother's anger and annoyance with his misbehavior. If a child fails to find a place in his classroom or play-ground group, or is the victim of our college-oriented and excessively rigid grading system, he soon becomes discouraged and either gives up trying to learn or indulges in behavior which soon brings ostracism from his classmates and, usually, punitive action from the teacher.

The Four Goals of a Child's Misbehavior. The child is usually unaware of his goals. His behavior, though illogical to others, is consistent with his own interpretation of his place in the family group.

Goal 1: Attention-getting - he wants attention and service.
Goal 2: Power - he wants to be the boss.
Goal 3: Revenge - he wants to hurt us.
Goal 4: Display of inadequacy - he wants to be left alone, with no demands made upon him.

Our Reactions to a Child's Misbehavior Patterns. Very often we can discover a child's goals by observing our own reactions to his behavior. For example:

When his goal is Attention-getting, we respond by feeling annoyed and that we need to remind and coax him.

When his goal is Power, we respond by feeling provoked and get into a power contest with him - "You can't get away with this!"

When his goal is Revenge, we respond by feeling deeply hurt and "I'll get even!"

When his goal is Display of Inadequacy, we respond by feeling despair and "Idon't know what to do!"

If your first impulse is to react in one of these four ways, you can be fairly sure you have discovered the goal of the child's misbehavior.

A Child Who Wants to be Powerful, generally has a parent or teacher who also seeks power. If the mother or teacher insists on her own way, the child imitates her and they become involved in a power contest. Each feels honor-bound to do just the opposite of what is asked. The harder adults try to "control" their children, the less success they will have. One person cannot fight alone; when we learn to do nothing (by withdrawing, etc.) during a power contest, we dissipate the child's power, and can begin to establish a healthier relationship with him. The use of power teaches children only that strong people get what they want.

Behavior is Movement. No person behaves without intending to affect others. One is usually not aware of the purpose of one's own behavior, if this purpose is not reconcilable with one's conscience, and with the assumed good intentions which we all have and display.

To understand the child's pattern of movement through life, one must become sensitive to the inter-actions inherent in routine situations. For example: Assume a child dawdles every morning and "forgets " to do most things that are rightfully his responsibility. Mother responds with constant reminders and doing many things for him. At school, teacher has to remind and push to make him work. What is inter-relationship? Actually the child is, through his behavior, provoking others to assume his responsibilities. This behavior, then, may become a permanent pattern, a way of moving through life.

Don't Act on Your First Impulse. By acting on your first impulse you tend to intensify the child's behavior patterns rather than correct them. You act in accordance with his expectations and therby fortify his mistaken goals. What can you do if you don't know what to do? First, think of what you know would be wrong to do and refrain from doing it; the rest is usually all right. Second, imagine what the child expects you to do, and then do the opposite. That throws the child off guard, and then you can arrange with him mutual solutions to the situation.

No Habit is Maintained if it loses its purpose, loses its benefits. Children tend to develop "bad" habits when they derive the benefit of negative attention. Example: A child occasionally picks his nose. Mother finds it unpleasant, and tells him not to do it. The child quickly learns that this is a good way to upset mother, so he continues it. Without realizing the dynamics of the situation, mother inadvertently encourages the habit.

Minimize Mistakes. Making mistakes is human. Regard your mistakes as inevitable instead of feeling guilty, and you'll learn better. We must have the courage to be imperfect. The child is also imperfect. Don't make too much fuss and don't worry about his mistakes. Build on the positive, not on the negative. For example: Instead of pointing out how poorly he ties his shoes, point out instead how well he can button his shirt.

Making Mistakes Lowers Status. The more mistakes we make the lower we are on the ladder of success, and vice versa. We forget that learning occurs through making mistakes. A child who fears making mistakes will only make more; such a child loses his spontaneity and creativity in life. Ambition to live up to parental and academic high standards (no mistakes) often undermines the child's trust in his own ability. Parents and teachers, above all, need the courage to be imperfect, for themselves, and as an example for their children. Perfection implies a finality which does not fit into life, and allows no room for life's unfolding.

Don't be Concerned With What Others Do, but accept responsibility for what you can do. By utilizing the full potential of your own constructive influence, you do not have to think about what others should do to the child. Compensations for the mistakes of others is unwise, and over-protection may rob the child of his own courage and resourcefulness. For example; If father is too harsh with the child, and mother runs to protect him, three negative results are accomplished. First, mother deprives father and child from learning to get along with each other. Second, mother teaches the child to run to her for protection instead of using his own resources. Third, mother antagonizes the father so that he is less willing to cooperate with her in dealing with the child.

A Family or Classroom Council gives every member a chance to express himself freely in all matters of both difficulty and pleasure pertaining to the group as a whole, and to participate in the responsibilities each member of the group has for the welfare of all. It is truly education for democracy and should not become a place for parents or teachers to preach or impose their will on children, nor should it deteriorate into a "gripe" session. The emphasis should be on "what we can do about the situation." In a similar way, but perhaps with even more profound effects on their attitudes, classroom group discussions can not only help children to improve their conduct in the classroom, but learn to understand themselves and their motivations. Though, naturally some of the ground rules for arranging group participation at home or in school are different; there are basic rules which apply equally to both. These are:

Meet regularly at least once a week,
Rotate the chairman at various intervals,
Allow an equal vote for each member,
Allow sufficient time for decisions to be tried before changing them.

The more we, teacher or parent, allow children to participate in the decisions which affect them, the better we can help train them to participate fully and effectively in carrying out these decisions, and be willing to take on the responsibility for their own actions.

Though presented in a brief, and somewhat oversimplified form, these ABC's of guiding the child are the essential means by which we can help children to develop into responsible human beings. However, we cannot do this revival of the archaic and obsolete authoritarianism of the past, nor the misguided "permissiveness" of the Freudian era, but by providing children with both a vastly increased participation in the affairs of our society and an understanding that every act, whether positive or negative, carries with it a responsibility and a consequence. Only if they learn this can they fully meet the challenges of freedom in this, perhaps most exciting and as well the most trying era in human history.

BOOK LIST

For teacher and other school personnel:

Dreikurs, Rudolf, Psychology in the Classroom, Harper and Row (Paperback)

For Parents (read at least one):

Dreikurs, Rudolf, The Challenge of Parenthood, Meredith Press, N.Y.

Dreikurs, Rudolf, Children The Challenge, Meredith Press, N.Y.

Dreikurs, Rudolf, and Grey, Lorin, Logical Consequences, Meredith Press, N.Y.

Dreikurs, Rudolf, and Grey, Lorin, Parents Guide to Discipline

SIERRA-ENTERPRISE ELEMENTARY SCHOOL
5501 HEDGE AVENUE
SACRAMENTO, CALIFORNIA 95826

Telephone
381-2767

January 25, 1974

Dear Parents:

___YELLING MORE AND ENJOYING IT LESS?

___FEEL YOU GOT LEFT OUT WHEN THE EMANCIPATION PROCLAMATION WAS SIGNED?

___FEEL AS GENERAL PATTEN DID-IF THEY CAN'T SHOW RESPECT FOR A GENERAL, THEY COULD AT LEAST SHOW SOME FOR OLD AGE?

___SPANKING MORE AND ENCOURAGING ARTHRITUS?

___FEEL RESTRICTION IS A DRAG BECAUSE JUNIOR IS ALWAYS UNDERFOOT?

___FEEL JOHNNY HAS CONTROL OF THE FAMILY BECAUSE HE HAS MORE SHARES?

WELL.....

___LEARN HOW TO READ THE LATEST NOVELS AND PRACTICE TRAINING AT THE SAME TIME

___LEARN THE VALUE OF DOING NOTHING.

___LEARN HOW TO REALLY ENCOURAGE RESPONSIBILITY AND RESPECT.

___LEARN HOW TO STAY OUT OF FIGHTS.

___LEARN HOW TO TAKE ACTION, NOT GIVE WORDS.

ALL THIS AND MORE. LEARN LOGICAL APPROACHES TO HANDLING YOUR CHILDREN EVERYDAY. ANYONE CAN. YOUR CHILDREN WILL RESPOND AND SO WILL YOU. COME JOIN OUR STUDY GROUP BASED ON THE BOOK, "CHILDREN: THE CHALLENGE" BY DR. RUDOLF DREIKURS.

FOR INFORMATION CALL: ROSE GEERTS (383-5198)
or
DOROTHY WALLINGER (383-3741)
or
SCHOOL OFFICE (381-2767)

(RETURN TO SCHOOL OFFICE)

PLEASE ENROLL ME IN THE SECOND SEMESTER PARENT DISCUSSION GROUP.

_____ _____
NAME DATE

BEST COPY AVAILABLE

Learning Parenthood Is Learning Human Relations

Dr. Platt, left, and members of a participating family discuss rough times at home.

Ann Platt helps parent-leaders in study groups.
Bee Photos

Teaching Parents How To Get Along With Their Children

By Ann Bird

STANDING IN the driveway screeching, "Johnnnnee, Dannnner," for the third time this week, knowing full well he'll show up only after everyone is finished ...

Or launching into the weekly recitation of "I don't care who started it. I told you to stop it right now ..."

Most parents know they are not handling these frequent family occurrences in the most effective way.

The problem is, they really don't know what else to try.

PARENTHOOD CAN be a very frustrating, mind-taxing job. With most jobs, if you find you don't like it, you can quit. With parenthood, it's not that easy.

So, Dr. Jean Platt, psychologist for the Elk Grove School District, and his wife, Ann, have developed a unique program in "Practical Parenting."

"Most people have very little knowledge about raising children beyond how their own parents did it," said Ann Platt. "Those are the only techniques they know and so those are the ones they use, regardless of how ineffective they are."

The purpose of the program is to study, through discussion and example, the reasons for children's behavior and then to provide new skills in dealing more effectively with it.

The initial class, "Family in Focus," taught by Dr. Platt is followed up with small parent-led study sessions under the direction of Mrs. Platt.

PART OF EACH "Family in Focus" session is devoted to talking with a family having problems and assisting in solving them.

The key to what the Platts are teaching is motivation from within, as well as teaching parents and children to be responsible for their own behavior. An important part of the class is getting the parents to realize they are not the only ones with problems and encouraging them to relax and not view so many events as crises.

> *'More people are hitting their kids than ever before.'*

The Platts try to offer alternatives to commonly used authoritarian discipline.

Said Dr. Platt: "The beauty of it is that it gives parents some techniques to raise responsible children, but it's very steeped in a humanistic tradition."

The Platts view children as having equal worth in the family though not necessary of equal knowledge or experience.

"In our civilization," Platt said, "we are at a time when we can't make anybody do anything anymore, no matter how old they are. If a kid thinks he's got rights, he's going to set out to prove it."

Parents and teachers, the Platts agree, are unable to cope with this new concept of independent children.

"There is definitely a swing back toward punitive techniques," Platt said. "More people are hitting their kids than ever before. I don't know why, I just guess that more and more are using the belt out of frustration because yelling doesn't work any more."

"Think of it in your own terms," added his wife. "If someone tells me, 'Go clean the kitchen,' my immediate reaction is, 'I don't want to.' And that's the way children react too.

"As long as we try to force it, we're not going to win."

"CHOICES," Dr. Platt explained. "Limited choices, that's what democracy is all about. We suggest, using the Rudolf Dreikurs text, that's how to begin training children.

"You can begin giving choices to 2-year-olds. Ask if they want to wear pink or blue, whether they want Wheaties or Cheerios.

"If they change their minds, just let them know they have already made the decision and tomorrow they will have another opportunity to choose."

FOR THE CHILD who dawdles with his food, Dr. Platt suggested asking the child if he needs 10 or 15 minutes to finish. When the allotted time is over, simply remove the plate.

"If he hasn't finished," explained Mrs. Platt, "then it was the child's decision not to eat. It puts the responsibility of eating on the child, not on the mother. Missing supper a few times isn't going to hurt them.

"Most of the techniques," she continued, only involve common sense. But people seldom use common sense with their own kids. We're too emotionally tied up in it to be logical, unless we learn how."

> *'People seldom use common sense with their own kids.'*

DR. PLATT SAID: "Parents talk too much. Actually there are so many things a parent can do to evoke discipline without talking. But they end up harping at their children because they don't know what else to do and they do know how to yell and talk ... so, children become mother deaf."

One frustrated father of the over 500 parents who have taken the classes summed up his attitude this way.

"If I talked to my friends the way I sometimes talk to my children, I probably wouldn't have any friends."

Concluded Dr. Platt, "What we're trying to teach are techniques in human relations, not just techniques for raising children. After all, children are humans too."

The Sacramento Bee
MONDAY
November 19, 1973
Scene
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let's end family warfare

by jeane westin

"My two boys fight constantly," complained Marilyn Stevens to the other members of the parents' group. "I beg, yell, and punish them, but nothing does any good. I don't know what they'll be like by the time they go off to school. Sometimes I'm almost in tears."

An uncommon problem? Not at all, according to the late psychiatrist and child-management expert, Rudolf Dreikurs. Dr. Dreikurs estimated that three out of four American families start their day with a fight.

Yet most family fights, the doctor insisted, could be

'Permissiveness and indulgence violates respect for one's self, produces tyrannical children and anarchy in the home.'

—Rudolf Dreikurs

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avoided. How? By letting children, especially preschoolers, shoulder responsibilities.

Dr. Dreikurs' approach, the child-responsibility technique, offers a "democratic alternative" to traditional methods and forms the basis for a growing number of family education centers now active in more than two dozen cities. The goal of these centers is to nurture a new generation of peaceful families.

When Marilyn Stevens brought her problems to one such family education center in Sacramento, California, she received unexpected advice.

"If your children want to fight, let them," said Dr. John Platt, the group's counselor. "Leave the room if you can't stand it. But don't intervene. Giving attention to a child who demands it, in effect, rewards his misbehavior."

Two weeks later, Mrs. Stevens reported on her experience in using this approach: "When the boys started bickering, I explained that I wouldn't be able to make breakfast in such an atmosphere, and if they wanted to fight, breakfast would be late. I kept calm, and they stopped quarreling."

Although this mother's problems were not completely solved, she had acquired a new technique for handling conflict in her family.

To most "traditional" parents, however, Dr. Dreikurs' views remain controversial — primarily because of his belief that you cannot *make* a child do anything.

"Trying to impose one's will on the child violates respect for him and makes him more rebellious," Dreikurs wrote, "while permissiveness and indulgence violates respect for one's self and produces tyrannical children and anarchy in the home."

"Family harmony," he argued, "can stem only from parent-child relationships based on equality and mutual respect."

Dreikurs, a Viennese immigrant, was the head of the Alfred Adler Institute in Chicago and professor emeritus of the Chicago Medical School. He formulated his child-management theories during thirty years of counseling parents, and summarized his approach in his book *Children: The Challenge*, a text now used in many parent education centers.

As Dreikurs saw it, power struggles, some very bitter indeed, disrupt the American home. Parents seek to impose their will on their children. Children resist. The result is a checkmate, which leaves all concerned angry, guilt-ridden, and frustrated.

Dreikurs called on parents to extricate themselves from this type of deadlocked conflict. He suggested that parents let their children experience the consequences of their own acts. By assuming responsibility for their own actions, the youngsters learn naturally, without lectures, without rules imposed from above, and without punishment from an authority figure.

Like many rules, this is simpler in theory than in practice. When it comes to the crunch of day-by-day decisions, parents are sometimes puzzled about how to carry out this philosophy.

Family counselors at the center offer several specific, workable techniques.

Act instead of talk: It's more effective in conflict situations. Talking provides an opportunity for arguments. One mother whose children were fighting in the car on the way to the

beach pulled to the side of the road and waited until they stopped.

This is what Dr. Dreikurs called "quiet action." He said, "Don't yell, preach, lecture, or demand. Most mothers talk until children become mother-deaf. Sometimes saying nothing works wonders."

Withdraw from power conflicts: Children, especially preschoolers, are usually more interested in provoking arguments than in winning them. Parents should refuse to rise to the bait. Withdrawal is preferable to becoming involved in a battle of wills. Parents who follow Dreikurs' advice leave the room; some even take refuge in their bathrooms.

Ignore the excessive demands of the child: Misbehavior is rewarded only when it is acknowledged. A temper tantrum doesn't work without an audience.

Don't interfere in the children's fights: Parents should let children resolve their own conflicts; the youngsters will learn to get along better. When a parent separates squabblers or acts as judge, he stimulates children to fight more.

Don't act on first impulse: A quick emotional reaction tends to intensify misbehavior. Some parents imagine what their child expects them to do — then deliberately do something different.

The adhesive that binds these theories of Dr. Dreikurs together is his concept of *natural and logical consequences.* Punishment is not corrective, but retaliatory, said Dreikurs. Consequences, on the other hand, teach youngsters more effectively because they result from the children's own decisions.

For example, the young child who won't put his dirty clothes in the hamper shouldn't be nagged or scolded. He should simply go without clean clothes until he gets the message. In some families, toys that are left on the floor are put away in a "goof box" and can't be retrieved for a week. A child who neglects to get home in time for supper eats a cold meal.

Any of these actions, say supporters of Dr. Dreikurs, show a democratic respect for the child. In such democratic families, each member is considered responsible for his own actions; no one claims the right to impose his will on others. Nor has anyone a right to interfere with another's liberty.

Consequently, a parent can physically remove a child who causes a disruption when the rest of the family is watching TV. The unruly one can be told, in a friendly manner, to return when he decides not to interfere with the rights of others. However, if the parent, as he leads the child out of the room, can't resist a little shove at the door, then the act changes from one representing logical democratic consequences to authoritarian punishment.

Critics of Dr. Dreikurs sometimes claim that his "consequences" are just punishments in disguise. "Not so," responds Dr. Donald Larson, of Elk Grove, California. "Choice is inherent in logical consequences. Punishment allows no choice — it only gives a child the right to punish in return."

It is difficult for parents to accept the idea that they have no right to impose their will on their children. Their role as disciplinarian has been drummed into them for generations. "Train up a child in the way he should go" . . . "as the twig is bent, the tree's inclined" . . . and "father knows best" . . . doesn't he?

Yet, in spite of age-old maxims, the new concept of child

When parents tell a child that he should be better, what they're really saying is 'You're not good enough as you are.'

responsibility is gaining favor. One reason is that it fits well with today's expanded acceptance of individual rights.

"We are beginning to see that the old, authoritarian ways are useless in a society where every group — black, Chicano, women, youth — demands more and more freedom," says Dr. Oscar Christensen, a disciple of Dreikurs and an expert in guidance and counseling at the University of Arizona.

"Especially in America, younger and younger children are demanding more and more freedom," Dr. Christensen says. Still, "Although the authoritarian family structure is crumbling, few parents can tolerate children doing exactly as they please. Controversial though they may seem, Dr. Dreikurs' methods form a smooth middle ground between craggy authoritarianism and quicksand permissiveness."

Here, for example, is how child responsibility, Dreikurs style, worked for one family.

Darlene Evans, a thirty-two-year-old housewife, came to the family education center in Elk Grove, California, with a problem. Her oldest child, Carl, then eleven, was the center of constant family conflict. At the time, she told counselors:

"Every morning I coax Carl to get up, get dressed, eat his breakfast, and leave for school on time. After two hours of this, my patience is worn thin, and Carl gets so angry he refuses even to dress by himself.

"My husband tells me to quit doing so much for the boy, but I can't make myself stop. If I don't nag him, he doesn't get anything done. But it's so irritating, I do resent my son's demands on me."

At this point, Mrs. Evans was given details on Dreikurs child-responsibility techniques. Later she began practicing them, a step at a time.

"The first thing I tried was telling Carl he'd have to get himself to school," she says now. "I told him I'd call him once, but the rest was up to him. It took all my willpower to go through with it the first morning. I wakened Carl, but

didn't hear a sound from his room. I was tempted to call him again, but I kept my mouth shut.

"He finally came dashing out of his room just in time for school. His clothes were mismatched and he didn't have time for breakfast, but he caught the bus.

"The next morning he got up earlier. By the third morning he was up even before I called. That same afternoon he came in from school whistling. The change in his attitude was amazing. I realized then that by doing everything for Carl I hadn't been fair to either of us."

Mrs. Evans' happy ending is echoed by many other families who give their children new responsibility for their own behavior.

One of the family education center's favorite aphorisms is: Overresponsible mothers produce irresponsible children.

"A child quickly learns that he doesn't have to remember for himself," says counselor John Platt. "Mother will remember for him. This produces a twofold problem. You make your child dependent and demanding, while enslaving yourself by giving unneeded service."

According to the Dreikurs' child-responsibility theory, most mothers underestimate the abilities of their children anyway. "Youngsters are capable of much more than taking out the garbage," Platt concludes.

Taking Dreikurs' concept one step further, Dr. Platt maintains that conscientious mothers have to be trained in what their responsibilities *aren't*. "They want to do such a good job," he says, "that they confuse doing the *right* thing with doing *everything*."

But today conscientious parents often recognize their own confusion and feel free to ask for help when family problems arise.

Growing numbers of parents, some 20,000 nationwide, are bringing their problems to Dreikurs' family education centers. A valuable feature of the centers' counseling is involvement of the whole family in the problem-solving sessions. After parents air their problems before the group, their children join them.

At a recent meeting in Minneapolis, group leader Don Crannel asked three brothers why they fought.

"Could it be that you feel discouraged?" he asked. No response.

"Could it be that you want to show Mommy she can't boss you around?" A quick grin crossed the face of the youngest troublemaker, the preschooler in the family. This is what Dreikurs calls a "recognition reflex," when a counselor can see he has reached a mutually recognizable truth.

Crannel later explained to the adults that the three boys cooperated to upset their mother; all participated, so all were equally responsible. His advice to the boys' parents was to appear unconcerned about their fighting.

It wasn't easy for the parents to ignore the fierce threats, the bloodthirsty yells, the wildly swinging fists of their three quarrelsome sons, but they gave it a try. When the boys discovered that their squabbles no longer kept them center stage, they learned to compromise and cooperate. More importantly, they could no longer use their own misbehavior as a means of controlling their mother.

Fortunately, the coin of ignoring bad behavior has another side, and one that is easier for parents to appreciate. It is, of course, to praise behavior that is mutually satisfying and to encourage the children when they are good. This way, the youngsters soon learn that they needn't misbehave to gain attention.

Encouragement awarded in a democratic family atmosphere has an even richer meaning: It implies faith in the child as he is. For when parents tell a youngster that he should be better, they are really saying, "You are not good enough as you are."

Many parents who accept the concept of a democratic parent-child relationship often expand it to include the whole family unit. A weekly family meeting carries out the "shared power" concept of Dreikurs' theories. At family meetings, every member gets a chance to express himself freely about all family matters. Parents are cautioned not to preach or try to impose their wills nor to let the meeting deteriorate into a "gripe session." Keeping each session on the level of "what can we do about this?" seems to work best.

Dreikurs' ideas are making inroads into the staid realm of more conventional child-rearing dogma. Dr. Walter O'Connel, of Houston, president of the American Society of Adlerian Psychologists, says, "This movement has grown like Topsy, largely out of a feeling of parental failure."

Certainly many parents today worry about family conflicts. More than two million consulted family service agencies last year, trying to solve or avoid serious problems with their children. Millions more bought best-seller "how-to" guides on successful parenthood.

"Being a parent," says Miami child psychologist Stephen E. Beltz, "is the one profession entered into by most people with no training at all. It's no wonder many feel inadequate to do the job."

Unfortunately, this quest for answers doesn't mean that experts agree on one sure and easy way to raise the perfect child. Like other theories, the technique of child responsibility has its critics. In fact, detractors of Dr. Dreikurs' views cover the spectrum of child-rearing authorities.

At one end, the late A. S. Neill, founder of Britain's ultrapermissive Summerhill school, opposed the idea of child responsibility. He said, ". . . childhood is playhood. A wise society would not ask anyone under twenty to do a stitch of work."

At the other end of the child-rearing spectrum is superauthoritarian Dr. Bruno Bettelheim, director of Chicago's Orthogenic School for severely disturbed children. Also a Viennese, but a Freudian, Bettelheim argues that children cannot develop control and become responsible adults unless they conform to strict rules of conduct and behavior.

One strength of Dreikurs' theories is that they offer parents a democratic option to both of these extremes. In the family, Dr. Dreikurs believes, democracy becomes more than a political arrangement. It becomes a value system that profoundly transforms all human relationships.

To his converts, Dreikurs has offered techniques in child rearing that can lead to a "disarmament treaty" between generations — a new way for parents and children to live and learn together with mutual respect and love. His principles also provide a response, perhaps, to the late pioneer educator, Maria Montessori, who made the touching plea, "Let's have an end to the warfare which exists in our homes." ■

Joann Westin's articles have appeared in many magazines, including Parade, True, *and* Pageant.

Galt Joint Union School District

GALT, CALIFORNIA 95632

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TO: Dr. William E. Webster, Education Program Administrator

FROM: Arnold J. Adreani, Principal, Elk Grove Unified School District
Robert L. McCaffrey, Superintendent, Galt Elementary School District

SUBJECT: An Educational Model for Improving Child Management Practices of Parents and Teachers

The purpose of this letter is to bring to your attention an educational model for improving child management practices of parents and teachers that will likely effect a positive change in a school or district system. We are both directly involved in implementing this Adlerian model in our respective school districts in partial fulfillment of Nova University's National Ed.D. Program for Educational Leaders.

Upon completion of this letter our objectives are:

1. That you understand the basic components of the Adlerian Educational Model for Parent and Teacher education and study groups;
2. That you consider this practice for inclusion as a model for Parent Education in State Applications for Title I or Early Childhood Education Projects;
3. That you seek additional information from one of the authors of this letter as necessary to answer questions or provide details not included.

RATIONALE FOR IMPROVING CHILD MANAGEMENT PRACTICES

Frequent conferences, home intervention counselling and elementary counselling programs are some of the available alternatives to working closely with parents, teachers and children. Unfortunately, counselors end up meeting parents or teachers or children who have problems and little prevention work is done with the population as a whole. The above alternatives require large financial support for which many school districts cannot support at the elementary level.

It is our opinion that schools must provide parent and teacher education. However, many attempts to successfully apply various theoretical approaches at the elementary school level have been less than significant. Further research, therefore, in applying some other theoretical model, such as the Adlerian, might generate significant results.

AN EDUCATIONAL MODEL FOR IMPROVING CHILD MANAGEMENT PRACTICES OF PARENTS AND TEACHERS

The Adlerian viewpoing maintains that behavior changes in children can be most effectively brought about through the significant adults in the child's life (ie: parents, teachers, etc.). Adult behavior toward children is the product of their perceptions of the child and the situation. It is of little consequence whether or not the adults are "objective" in their perceptions of the children with whom they deal, inasmuch as adult perception (behavior), correct or incorrect, influences the child's behavior in the direction of the adult expectations.

DESCRIPTION OF THE PROGRAM

A. Outcomes

1. Participating parents and teachers will demonstrate increased understanding of the purpose and goals of students behavior in school and home settings Behavior changes by children could most effectively be brought about by changing the adult perception of, and behavior toward, the child.

2. Participating parents will be better able to solve problems with children at home.

3. Participating teachers will be exposed to many specific ways to change the learning environment in the classroom to a more democratic and encouraging setting.

B. Project Phases

1. Training Leaders

Each school Community involved will seek a core of parents and teachers willing to attend the Parent-Teacher Education Center for a weekly session over a 12 week span. Teachers may have the option of taking the course for graduate credit, in-service units within the school district, or adult education credits.

This group will constitute the leadership for conducting teacher and parent study groups in their respective schools. Part of their training involves audience participation in family counseling using the educational model developed by Rudolf Dreikurs. A family is counseled in front of the group each week in order to put into practice basic concepts learned. The family is interviewed again a few weeks later in order to note progress and/or make further suggestions in another area that is of concern to the family.

Teachers, parents, administrators, and some high school students attend such classes as one group. A common language and viewpoint about child-management is learned and practiced.

The participants receive lecture-discussions during a portion of each session based on readings in Children: The Challenge by Dr. Rudolf Dreikurs and Maintaining Sanity in the Classroom by Dr. Rudolf Dreikurs, Bernice Grunwald and Floy Pepper.

A course outline and the ABC's of Guiding the Child elaborate on major topics covered during this training phase. They may be found in the Appendix of this letter.

2. Implementation of Study Groups

Those adults not trained by an Adlerian Counselor or Psychologist, will receive several training sessions on leading discussion groups. Emphasis is away from the leader as a superior authority on the subject but towards

a sharing of ideas as we reflect on our own families (or classrooms) and the point of view discussed by Rudolf Dreikurs.

The manuals for each group contain a wealth of information on leading discussions. Resources are:

Vicki Soltz, Study Group Leaders Manual, Chicago: Alfred Adler Institute, 1967. This manual is used with parents studying Children: the Challenge.

Cheryl Asselin and Tom Nelson developed the leaders manual for Maintaining Sanity In the Classroom during the summer of 1973 for use in Elk Grove Unified School District with teacher study groups.

Each study group is conducted for 12 weeks in the school-community from which the participants originate. These parent and teacher study groups provide a self-help method by which lay parents and school staffs can each work as a group to cooperatively increase their effectiveness with children. An outline and packet of handout supplementary materials is distributed at the first meeting. Specific topics are discussed each week as well as pages assigned to read.

During study groups participants are encouraged to discuss problems as well as successful techniques that work with their own children.

3. Evaluation

Helping parents and teachers re-educate themselves and then unite in a common bond towards consistent child-management practices is a dream of almost every school administrator. This would truly represent a system change in an area where few system changes ever occur.

Study group leaders come from among peers (parent discussion groups are led by parents and teacher study groups are led by teachers). The structure of such a program described above motivates involvement on a self-help basis. Evaluation comments are specifically solicited mid-way through the 12 sessions and at the end, although most leaders will openly solicit comments during each session. The large percentage of parents and teachers involved during the last two years in Elk Grove Unified School District is, in itself, a positive testimonial to willingness of adults to seek help in re-structuring the home (school) environment, learn ways to cope with children's mistaken behavior, find ways to encourage children, learn how to conduct family meetings (class meetings), develop more responsible behavior in children, and ultimately create a more democratic atmosphere wherein each member (family or classroom) is needed and has a sense of belonging.

Objective Evaluation of such a program is difficult. Many aspects of this program involve changes in the way we, as adults, perceive children and understand the purpose of children's mistaken behavior.

Several studies, however, have been done or are being done using the Adlerian Model.

Efficacy of the Adlerian Model in Elementary School Counseling, John Murray Platt, 1970. A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education at University of Arizona.

Behavior Concepts Inventory: Education Model, Oscar C. Christensen, Ed. D. G. Miguel Arciniega, doctoral candidate, Betty J. Newlon, doctoral candidate; University of Arizona, 1970. This instrument was developed to test the level of understanding of the Adlerian Education Model.

Improving Child Management Practices of Parents and Teachers, Arnold J. Adreani and Robert McCaffrey, 1974. This is a practicum designed to bring about a system change in selected schools in Galt and Elk Grove, California using the Adlerian model described above.

AN EDUCATIONAL MODEL FOR IMPROVING-CHILD MANAGEMENT PRACTICES OF PARENTS AND TEACHERS

Enclosed is a copy of an article written in the November, 1973 P.T.A. Magazine by Jeane Westin. Actual families openly discuss individual ways in which they were able to "...end family warfare" by participating in the Parent Education Center and Study Groups.

FUTURE CONSIDERATIONS

Eventually, a parent-education group would involve all Kindergarten parents and, hopefully, establish this common management style early in the formal educational process of the family. The teacher will also be able to discuss environment and behavior with parents on a more enlightened level.

We hope you will consider the practice described as a worthy model when you consider exemplary parent and teacher education programs for Title I and Early Childhood Education Projects. As educators we realize the problems of transfer when a model used in one district is adapted for use by another district. Certainly guidance is needed in setting up the necessary components. Both of us are willing to discuss such ramifications of recommending this model to be used in school districts outside of Galt and Elk Grove.

Please feel free to contact us by phone or letter. We are both pleased that you have been considerate in exploring the parent and teacher education model submitted.

Arnold J. Adreani
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Elk Grove, CA 95624
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A. LETTERS OF PROJECT VERIFICATION

1. Dr. William E. Webster
   Education Program Administrator
   State Department of Education
   721 Capitol Mall
   Sacramento, California 95814

   (enclosed)

2. Dr. John E. Moore
   Assistant Superintendent, Educational Services
   Sacramento County Office of Education
   6011 Folsom Boulevard
   Sacramento, California 95819

   (enclosed)

3. Dr. Glenn Houde
   Superintendent of Schools
   Elk Grove Unified School District
   Elk Grove, California 95624

   (mailed directly to
   Dr. Sam Kaylin
   Director of Practicums,
   Nova University)

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 95814

February 11, 1974

Mr. Arnold J. Adreani
8851 Fenton Court
Elk Grove, California 95624

Dear Mr. Adreani:

I enjoyed very much talking with you last week and found our discussion most interesting. Your model for improving child management practices is certainly very interesting. As you know at the State Department of Education level we are most interested in making available these kinds of models for parents and teachers throughout the state. The vehicle we are using for this, as you well know, is our Early Childhood Education program. I found your model, as I said, quite worthwhile and I am therefore taking the liberty of forwarding it to Dr. Frank Delavan who is the Manager of the Early Childhood Education Management Team. I think it is crucial that we have leaders of your quality and caliber interested in doing this kind of work at the school level where the action takes place. That is, in the schools with parents and children.

Thank you very much for taking time from your busy schedule to come to Sacramento to meet with me on this program.

Sincerely,

William E. Webster
Education Program Administrator

WEW:a

SACRAMENTO COUNTY OFFICE OF EDUCATION
6011 FOLSOM BOULEVARD • SACRAMENTO, CALIFORNIA 95819 • PHONE (916) 454-2821

May 22, 1974

LEO A. PALMITER
County Superintendent

Messrs. Robert McCaffrey and Arnold Adreani
Galt Joint Union School District
21 C Street
Galt, California 95632

Sierra Enterprise Elementary School
5501 Hedge Avenue
Sacramento, California 95626

Gentlemen:

You have requested my reaction to a proposed practicum which has as its subject an educational model for improving child management practices of parents and teachers. I am pleased that you have made this request, and was most interested as I read through your proposal. Together with several staff members of the Sacramento County Office of Education, I have considered it most carefully and find a great deal of merit in your ideas.

The sixteen school districts within Sacramento County use a wide variety of parent education and teacher in-service education formats and models. Some of these address very directly the needs of the particular school or group; and, unfortunately, others have been adapted from practices that may not be as efficient as perhaps they could. Definitely, there is a need for a wider field of alternative educational models from which these districts might choose. We would consider your practicum as a basis for further developing one such viable model.

I was impressed, as I thought about the implications of your proposal, with the way in which it might conceivably fit a rural in-service education model format which was approximately five years ago developed by Dr. Robert Filep of the Institute for Educational Development. This proposal was done under contract with the State Department of Education and the Area III County Superintendents Association, which includes Sacramento and twelve other surrounding counties. Dr. Filep's study model presented the gross structure, but did not specify the finer points of the in-service activities it suggested. For this, and other reasons, it did not become as strongly implemented within this area as otherwise it might.

I took the liberty of discussing your proposal and proposed model with the Publications and Curriculum Development Committee of the Area III County Superintendents in their April meeting. These people were familiar with Dr. Filep's model and reacted to your proposal in a manner similar to that of our staff. There was a consensus that proposals such as yours could be used in conjunction with the model and would provide a vital localized element. There did exist some discussion of the group concerning the Adlerian approach versus other approaches that might be used, using a group of similar size and composition.

Board of Education: Sylvester Jennings/ Donald J. Manica/ Hernley Madeira/ Stephen F. Franks/ Rafael Gosovich, Robert B. Lawrence/ Robert H. Horn

You are, no doubt, aware of the many implications presented by the early childhood programs now in operation within our state. One thing for certain, and that is the advisability of developing a most efficient and effective parent involvement training program within our means and resources. Toward this end, I could most certainly commend your ideas and your proposal; and I wish you well as you work with these concepts.

Sincerely,

John E. Moore, Ed.D.
Assistant Superintendent
Educational Services

JEM/bc
encl: 1 carbon copy of letter to each.

B. MAXI I PROPOSAL EVALUATION

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

EVALUATION OF A PRACTICUM PROPOSAL
(addendum 10/6/73; original date stamped 7/30/73)

Mini ___ Midi ___ Maxi I X Maxi II ___

Participant: Robert McCaffery (Arnold J. Adrean) Cluster: Sacramento

Title of Practicum: Improving Child Management Practices of Parents and Teachers.

Reviewer: Murray Heyert Date: Oct. 23, 1973

The additions and clarifications submitted under cover of your Oct. 6 memorandum to S. O. Kaylin have eliminated the deficiencies of your original proposal. As we now see your plan we believe it will result in an excellent Maxi I practicum. By all means go ahead with it.

We urge you, though, to carry the effort one additional step. When you have completed the practicum, as now proposed, you will have developed an educational model applicable generally to problems of child management. Why not then formulate recommendations for the formal introduction of your model into the State's, or at least the District's, educational system?

{ ECE at State
{ Galt
{ Elk Grove
{ County ASA

If your recommendations are accepted by State or District authorities you will have indeed effected a system change. If it is rejected, you may at least discover directions for future or alternative action that could make a teacher-parent child management program a State- or District-wide component of the school system.

The above is a suggestion only, not a requirement. We do believe that this action-directed element would greatly enhance the value of the practicum, both as leadership training for yourselves, and as a guide to other educators who may refer to your practicum via the ERIC system. We would appreciate having a brief note telling us whether or not you wish to pursue this suggestion.

In either case we look forward with interest to reading your report.

NOTE: Please send us, as an additional addendum, the names, addresses, phone numbers, titles and qualifications of three persons who are in a position to appraise the practicum effort and who would be willing to give an opinion of it.

SK 10/23/73